DOCUMENT RESUME

ED 107 810	95	CE 003 909

TITLE	Interest-Based Curriculum for House Care Services: English.
INSTITUTION	Natchitoches Parish School Board, La.
SPONS AGENCY	Office of Education (DHEW), Washington, D.C.
PUB DATE	Apr 74
GRANT	OEG-0-73-5308
NOTE	255p.; For related documents, see CE 003 907-8 and CE 003 910
EDRS PRICE	MF-$0.76 HC-$13.32 PLUS POSTAGE
DESCRIPTORS	*Career Education; *Communication Skills; *Composition (Literary); *Curriculum Guides; *English Curriculum; English Instruction; Instructional Materials; Integrated Curriculum; Job Application; Language Skills; Learning Activities; Secondary Education; Self Evaluation

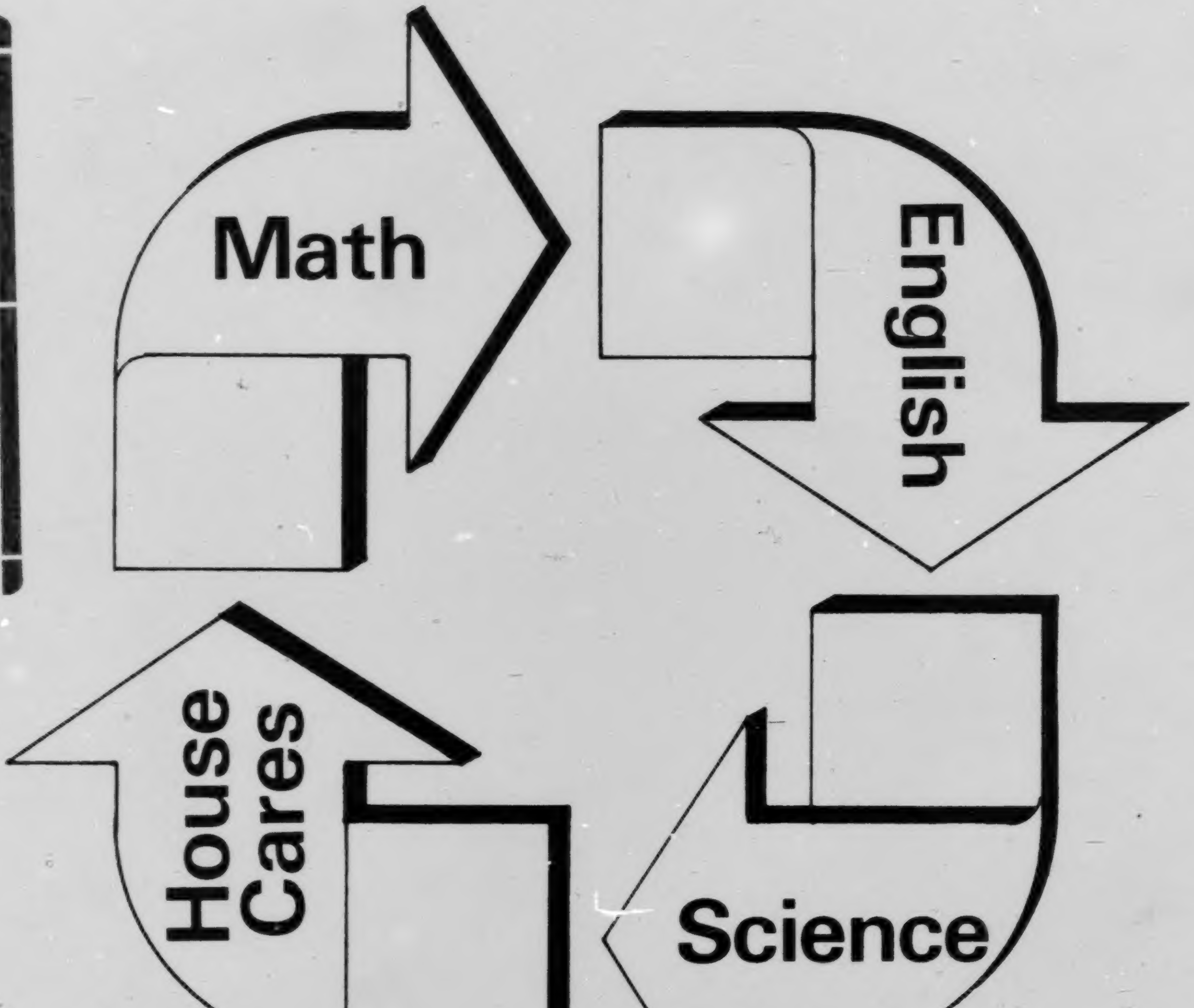
ABSTRACT

The interest-based curriculum materials are designed to correlate the subjects of English, math, science, and home economics in an effort to infuse academic skills into the world of work. The curriculum guide is designed for English curriculum and is divided into six sections: (1) the world of work, (2) speaking and listening, (3) paragraphing, (4) letter writing and job application, (5) research, and (6) enrichment materials. Activities involve pretest questions, handouts, films, group work, poetry readings, displays, attitude tests, biography writing, research on occupations, oral reports, discussions, debates, guest speakers, readings, profiles, role playing, and interviews. Instructional materials, evaluative material (unit tests, class evaluation) and resources supplement the lessons. Each section is organized around an overview, objectives, activities, materials needed, and bibliography. (JB)

****
* Documents acquired by ERIC include many informal unpublished *
* materials not available from other sources. ERIC makes every effort *
* to obtain the best copy available. nevertheless, items of marginal *
* reproducibility are often encountered and this affects the quality *
* of the microfiche and hardcopy reproductions ERIC makes available *
* via the ERIC Document Reproduction Service (EDRS). EDRS is not *
* responsible for the quality of the original document. Reproductions *
* supplied by EDRS are the best that can be made from the original. *
****

ED107810

NTEREST - BASED CURRICULUM
FOR
HOUSE CARE SERVICES



U S DEPARTMENT OF HEALTH
EDUCATION & WELFARE
NATIONAL INSTITUTE OF
EDUCATION
THIS DOCUMENT HAS BEEN REPRODUCED EXACTLY AS RECEIVED FROM THE PERSON OR ORGANIZATION ORIGINATING IT. POINTS OF VIEW OR OPINIONS STATED DO NOT NECESSARILY REPRESENT OFFICIAL NATIONAL INSTITUTE OF EDUCATION POSITION OR POLICY

CE003909

ENGLISH

TABLE OF CONTENTS

Introduction i

Foreword ii

Unit I. The World of Work

- Objectives 1
- Activities 4
- Materials Needed 36
- Bibliography 38

Unit II. Speaking and Listening

- Overview 41
- Objectives 42
- Activities 48
- Materials Needed 77
- Bibliography 79

Unit III. Paragraphing

- Overview 81
- Objectives 83
- Activities 88
- Materials Needed 117
- Bibliography 119

Unit IV. Letter Writing and Job Application

- Overview 121
- Objectives 122
- Activities 129
- Materials Needed 153
- Bibliography 155

Unit V. Research

- Overview 157
- Objectives 158
- Activities 160
- Materials Needed 172
- Bibliography 173

Unit VI. Enrichment Materials

Overview 176
Activities 177

Puzzles

Seek and Find (Poetic Terms) 238
Seek and Find (Fruits and Vegetables) 239

Bibliography 240

INTRODUCTION

The interest-based curriculum materials are designed to correlate the subjects of English, math, science, and home economics in an effort to make education more interesting and relevant to the Natchitoches Parish students. Objectives of the curriculum guides are divided into four categories. They are: (1) Program Objectives; (2) Performance Objectives; (3) Process Objectives; and (4) Activities. The three numbers in sequence separated by a dash represent the performance objective, process objective, and activity respectively. This method of identification allows for easy monitoring of the objectives on the monitorial sheet after each unit. An abundance of instructional materials can be used in conjunction with the interest-based curriculum. It is only designed to be a guide for infusing the academic skills into the everyday world of work. The interest-based curriculum guides were developed under the direction of John Vandersypen, Site Coordinator of an Exemplary Program for Career Education, during the 1973-74 school year.

The following classroom teachers participated in the development of these materials:

Sylvia Brown - English
Evelyn Gair - Home Economics
Patsy Johnson - Home Economics
Eliza Jones - Math
Annie Reed - Home Economics
Fred Sullivan - Science

Project No. V361047
Grant or Contract No. OEG-0-73-5308

An Exemplary Program For Career Education

Exemplary Project in Vocational Education
Conducted Under
Part D of Public Law 90-576

The project reported herein was performed pursuant to a grant from the Office of Education, U.S. Department of Health, Education, and Welfare. Contractors undertaking such projects under Government sponsorship are encouraged to express freely their professional judgment in the conduct of the project. Points of view or opinions stated do not, therefore, necessarily represent official Office of Education position or policy.

John J. Vandersypen, Jr.
Natchitoches Parish School Board
Box 16
Natchitoches, Louisiana 71457

April 1974

UNIT I
THE WORLD OF WORK

1-0-0 At the end of the unit the house care students will demonstrate improved attitudes toward self and others, and demonstrate their knowledge gained related to the world of work with 60% competency on an attitude test and through panel discussion.

1-1-0 During the first class meeting the teacher and students will openly discuss the meaning of attitudes as related to self and others.

1-1-1 Look up the words attitude and personality in several dictionaries and encyclopedies; write your definition of the words.

1-1-2 Use handouts (A, B, C) for pretest on self attitudes.

A. Personality
B. Emotional Maturity
C. Self-Analysis

1-1-3 Discuss pretest questions.

1-1-4 Make permanent folders for the year; place pretest in them.

1-1-5 Use bulletin board idea for attention getter. Discuss its meaning.

1-1-6 Show filmstrip, "Me, Myself, and I." Discuss the filmstrip at length.

1-1-7 Define the word custom or convention to the class as: Custom means behavior agreed upon as correct by the society in which one lives.

-1-8 Explain to the class that customs or conventions vary in many parts of the world, giving few examples.

1-1-9 As a class activity, have each to select a country, read about its customs, and share with the class.

1-1-10 View filmstrip, "Understanding Your Relationship with Others."

1-1-11 Divide the class into small groups; use handouts as a guide for sharing information.

1-2-0 During several class periods, the project teacher will emphasize good attitudes expressed through his teaching of poetry.

1-2-1 Explain the two forms of writing: prose and poetry. Use examples of books.

1-2-2 Set up goals for reading poetry; use overhead for this.

Goals to Strive for in Poetry:

A. To find genuine pleasure in reading.
B. To appreciate the art and skill of the poet.
C. To learn to understand the special language of the poet.
D. To be able to understand the meaning of poetry.
E. To recognize the universal truths in poetry.
F. To become better listeners, speakers, and readers of poetry.

1-2-3 Define figurative language by use of transparencies. Students take notes.

1-2-4 Have the students make a bulletin board display of the following terms to learn:

A. Simile
B. Metaphor
C. Hyperbale
D. Irony
E. Narrative
F. Epic
G. Foot
H. Rhyme scheme
I. Limerick Stanza
J. Alliteration
K. Allusion
L. Personification
M. Ode
N. Ballad
O. Onomatopoeia
P. Meter
Q. Free verse
R. Tone
S. Pun

1-2-5 Select a few poems to illustrate figurative language.

1-2-6 Handout

1-2-7 Explain tone in poetry by making transparencies of handout 1-2-8-A, 1-2-8-B.

1-2-8 Handout

1-2-9 Give students a handout on rhyme scheme; select a given poem and illustrate its rhyme scheme to the class.

1-2-10 Select any or all of the following handouts for teaching attitude and poetry objectives:

1-2-10-A "The Home"
-Victor Hugo
1-2-10-B "The House by the Side of the Road"
-Sam Walter Fass
1-2-10-C "The Spirit of the Worker"
-From "The Prophet"
- Kahlil Gibran

1-2-10-D "Work"
-Henry Van Dyke
1-2-10-E Excert from Othello
-William Shakespeare
1-2-10-F "If"
-Rudyard Kipling
1-2-10-G "Home, Sweet, Home!"
-John Howard Payne
1-2-10-H Saying of People

1-3-0 During the class period, the teacher will conduct a review of attitudes and poetry skills. She will administer, collect, and score a teacher made poetry test, and an attitude test 1-3-5 as evidenced by the project monitorial system.

1-4-0 During one class period, the teacher will discuss the meaning of biography and autobiography. She will ask each student to write a brief autobiography covering one significance phase of her life in order to learn more about each pupil, especially each's writing skills.

1-4-1 Make a list of common errors found in the autobiographies. Conduct needed grammer lessons.

1-4-2 Spend part of a period in the library choosing a biography to read.

1-4-3 Read the biography and prepare for an oral report, using handout as a guide.

1-4-4 Assist each student in taking notes for his report.

1-4-5 Use bulleting board idea of adjectives to help students evaluate their subjects.

1-5-0 At the end of this segment, the students will present oral reports of biographies they have chosen to read, using handout 1-4-3 as a guide, and 1-5-0 as an evaluation for classmates.

1-6-0 During the next few class periods, the teacher will monitor the researching of the students in the research work of occupations related to house care. This will be done in the libraries and on field trips.

1-6-1 Use handout as a guide to some ideas.

1-7-0 At the end of the research segment, the teacher will conduct a panel discussion related to all types of jobs discovered.

1-1-2-A

PERSONALITY EVALUATION

_____ 1. Do you find it easy to like nearly everybody?
_____ 2. Can you control your temper and give away your smile?
_____ 3. Can you force yourself to be pleasant to others, even when you are all out of sorts inside?
_____ 4. Are you as good a friend as you expect other to be?
_____ 5. Are you on time when you make palns to do something with others?
_____ 6. Do you practice the duties of a good host when guest are in your home?
_____ 7. Are you satisfied with your social manners?
_____ 8. Can you disagree without being disagreeable?
_____ 9. Can you express appreciation for gifts or favors in a gracious and easy manner?
_____ 10. Can you be a leader without being bossy?
_____ 11. Can you take good-natured teasing as well as hand it out?
_____ 12. Do you have the habit of finishing whatever you start?
_____ 13. Do you honestly try to make your speaking voice as pleasant and controlled as possible?
_____ 14. Can you be alone without being blue?
_____ 15. Are you neat and well-groomed in your appearance?
_____ 16. Is it easy for you to admit that you made a mistake?
_____ 17. Are you a good listener?
_____ 18. Can you take praise, popularity, or good fortune wothout letting it go to your head?
_____ 19. Are you neat and orderly in your own room?
_____ 20. Do you keep your promises?
_____ 21. Do you introduce easily and properly?
_____ 22. Are you tactful and really considerate of the feeling of others?
_____ 23. Are you a good sport, both when you are winning and when losing?
_____ 24. Do you like to give parties as well as attend them?
_____ 25. When you borrow things, do you take good care of them and return them promptly?
_____ 26. Can you play when you play and work when you work without combining the two?
_____ 27. Do you avoid feeling sorry for yourself?
_____ 28. Will you neither give nor receive help during an examination?
_____ 29. Can you think for yourself?
_____ 30. Can you work harmoniously with others, even those that you dislike?
_____ 31. Do you respect the opinions and wishes of your parents?
_____ 32. When you are in a group, do you include everyone in your conservation, rather than concentrate on one or two?
_____ 33. Generally speaking, are you an asset to your class at school?
_____ 34. Do you have a good sense of humor even when the joke is on you?
_____ 35. Can you speak before a group without embarrassment or self-consciousness?
_____ 36. Are you familiar with the rule of etiquette?
_____ 37. How do you rate in following the rule of etiquette?
_____ 38. Are you happy and really free from any envy when a friend has good luck?

_____ 39. Have you a right to be proud of your posture?
_____ 40. Do you try as hard to be popular with your family as you do with your friends?
_____ 41. Are you as willing to listen to advice as you are to give it?
_____ 42. Can you adapt yourself easily to those who are older or younger than you or those who have different backgrounds?
_____ 43. Do you feel that the success of any party is partly your responsibility and make it your duty to be an agreeable cooperative guest?
_____ 44. Do you feel well and in high spirits most of the time?
_____ 45. Are you a good conversationlist?
_____ 46. Do you refuse to pout and sulk when things don't go as you want?
_____ 47. Are you as courteous on a shopping trip as at a party?
_____ 48. Do you find it easy to make new friends?
_____ 49. Do you keep the same friends for many years?
_____ 50. Is your speech grammatically correct?
_____ 51. Do you actively help new people to feel welcomed in your home?
_____ 52. Are you very careful to pay back all loans, even a pencil or stamp?
_____ 53. Can you receive criticism without resenting it?
_____ 54. Do you speak kindly of other people always?
_____ 55. Are you pleasant at the family dinner table?
_____ 56. Are you at ease with the opposite sex?
_____ 57. Do you get along with children?
_____ 58. Do you avoid alibis and blame others?
_____ 59. Do you organize and keep up your work?
_____ 60. Do you honestly try to improve your personality?

Each question worth 3 points.
Score:
1 point weak
2 points average
3 points strong

EMOTIONAL MATURITY TEST

Check the appropriate column:

	ALWAYS	SOMETIME	NEVER
1. I control my temper.			
2. I act in a reasonable way.			
3. I respect others even if they disagree with me.			
4. I have friends among both sexes.			
5. I try to see the other person's point-of-view.			
6. I try to see myself as others see me.			
7. I accept responsibility for my mistakes.			
8. I respect my parents' judgment but am developing independance from my parents.			
9. I am fairly free from criticism.			
10. I can profit from criticism.			
11. I can take orders from authority.			
12. I think before I make a rash statement.			
13. I understand myself.			
14. I avoid arguing just for the sake of arguing.			

SELF INQUIRY

Think and write about the following statements:

1. These things I hold near and dear .....

2. These things I am not so sure about .....

3. These things I would never change my mind about .....

SELF-ANALYSIS CHART

Directions: After you have studied this chart, copy the characteristics under each heading which you believe best describe you.

Personality Characteristics

Lively
Quiet
Energetic
Lazy
Aggressive
Retiring
Naive

Dignified
Dashing
Athletic
Studious
Sophisticated
Introvert
Extrovert

Coquettish
Natural
Dramatic
Affable
Sullen
Cheerful
Sober

Witty
Kind
Thoughtful
Patient
Impatient
Considerate
Selfish

Figure Characteristics

Normal
Short, slender
Tall, slender
Short, heavy
Tall, heavy

Petite
Large
Plump
Thin
Graceful

Awkward
Fragile
Strong
Erect
Slumped

Slow-moving
Free-swinging
Wiry
Sweeping
Rhythmical

Coloring

Hair Color

Golden blond
Ash blond
Dark brown
Light brown

Red
Black
Auburn
Other

Complexion Color

Fair
Tan
Sallow
Rosy
Pale
Peachy

Ivory
Beige
Brown
Ebany
Gold
Olive

Eye Color

Green
Black
Gray

Blue
Brown
Hazel

Physical Features

Face Shape

Oval
Round
Oblong
Square
Heart-shaped

Neck

Normal
Long
Thin
Short
Thick

Arms

Normal
Long, thin
Long, full
Short, thin
Short, full

Shoulders

Sloping
Square
Narrow
Broad
Rounded

Physical Features
(Continued)

Bust	Waistline	Bodice	Hips
Small	Small	Normal	Small
Medium	Medium	Short	Medium
Large	Large	Long	Large
High			
Low			

Abdomen	Buttocks	Legs		Ankles
Prominent	Protruding	Straight, thin	Heavy	Thin
Flat	Flat	Slightly curved	Short	Medium
	Rounded	In proportion	Long	Thick

WILL YOU SUCCEED?

1. TRY TO EMPHASIZE THE IMPORTANT THINGS.

2. DON'T BITE OFF MORE THAN YOU CAN CHEW.

3. TRY TO BE MORE RESPONSIBLE.

4. ACCEPT DISAPPOINTMENT GRACEFULLY.

5. USE YOUR TIME WISELY.

CUSTOMS

1. Why does a society develop customs?

2. Is it ever good to break a convention? Explain your answer.

3. Why, as a rule, should you abide by customs?

4. List some customs that regulate your behavior with members of your age group. Share your opinion with the class.

5. Below is a list of customs that often regulate one's behavior. Choose five of these and discuss.

   -at the table
   -on a date
   -in a church
   -in school
   -on a bus, train, or plane
   -on a library
   -driving a automobile
   -dress for school

FIGURATIVE DESCRIPTION

Interpretive description often makes use of figureative language, especially comparisons. The purpose of such description is not to provide a full, detailed picture but rather to flash before the reader a quick image which will leave a definite impression. Here are a few examples:

1. In her snowsuit she looked like a duck dressed in rompers.
2. So quietly did the little stream dip and ripple its way through the canyon that is spoke only in faint and occasional gurgles. The voice of the stream was a drowsy whisper, even interrupted by dozings and silences, ever lifted again in the awakening.
   (Jack London)

Exercise:

1. What is compared in statement 1 above? Statement 2?

Choose any eight of the following and compare it as a writer would do.

1. A band formation at a football game.
2. A television set.
3. A busy kitchen.
4. A brightly lighted swimming pool on a hot summer night.
5. A tree in early autumn.
6. A begger.
7. A field of young corn.
8. A deserted beach.
9. A stream or lake you know well.
10. Dark clouds.
11. A large, busy office.
12. A cornpicker or a combine at work.
13. Cheerleaders in action.
14. Our lunchroom at school.

Define: Using your class notes; write two examples of each.

Simile Irony Hyperbole

Metaphor Onomatopoeia Personification

FIGURES OF SPEECH

1. What is the effect of using too many figures of speech?
2. Should the writer attempt to use many in his work? Why?
3. Will the nature of the work influence what types are used; explain your answer.
4. Why do some people object or seem to obje[illegible]to puns?
5. Does knowing what these figures are,[illegible]p produce more vivid mental image?
6. What do you consider the most effe[illegible]ive figure of speech, why?

TONE

1. In writing or speaking---style or manner of expression.
2. In painting---the general effect of light and shade, together with color.
3. In poetry---Frame of mind.
   Temper
   Mood

TONE WORDS

1. Light
2. Humorous
3. Sarcastic
4. Gloomy
5. Strange
6. Formal
7. Forceful
8. Affectionate
9. Melancholy
10. Hopeful
11. Inspiring
12. Informal

TONE IN POETRY

Example:

I think that I shall never see a billboard lovely as a tree
Indeed unless the billboard fall I'll never see a tree at all.
-Ogden Nash

TONE: Humorous

Example:

A PRAYER FOR A LITTLE HOME

God send us a little home
To come back to when we roam---
Low walls and fluted tiles;
Wide windows, a view for miles;
Red firelight and deep chairs;
Small white beds upstairs;
Great talk in little nooks;
Dim colors, rows of books;
One picture on each wall;
Not many things at all.
God send us a little ground---
Tall trees standing round,
Homely flowers in brown sod,
Overhead, Thy stars, O God!
God bless, when winds blow,
Our home and all we know.
-London "Spectator"

TONE: Hopeful

RHYME SCHEME

Label the sound at the end of the first line as sound a.

Label the sound at the end of the second line:

1. a if it is the same sound as above.

2. b if it is a new sound.

Label the sound at the end of the third line:

1. a or b if it is the same as either sound in lines 1 or 2.

2. c if it is a new sound.

Continue in the same fashion through the rest of the poem.

1-2-10-A

THE HOME

A house is built of bricks and stones
Of sills and posts and piers,
But a home is built of loving deeds,
That stand a thousand years.
-Victor Hugo

1. Read a characterization of Victor Hugo.
2. Explain the difference between a house and a home as expressed by Victor Hugo.

THE HOUSE BY THE SIDE OF THE ROAD

There are hermit souls that live withdrawn
  In the place of their self-content;
There are souls like stars, that dwell apart,
  In a fellowless firmament;
There are pioneer sould that blaze their paths
  Where highways never ran---
But let me live by the side of the road
  And be a friend to man.

Let me live in a house by the side of the road
  Where the race of men go by---
The men who are good and the men who are bad,
  As good and as bad as I.
I would not sit in the scorner's seat
  Or hurl the cynic's ban---
Let me live in a house by the side of the road
  And be a friend to man.

I see from my house by the side of the road,
  By the side of the highway of life,
The men who press with the ardor of hope,
  The men who are faint with the strife,
But I turn not away from their smiles nor their tears,
  Both parts of an infinite plan---
Let me live in a house by the side of the road
  And be a friend to man.

I know there are brook-gladdened meadows ahead,
  And mountains of wearisome height;
That the road passes on thru the long afternoon
  And stretches away to the night.
And still I rejoice when the travelers rejoice
  And weep with the strangers that moan,
Nor live in my house by the side of the road
  Like a man who dwells alone.

Let me live in my house by the side of the road,
  Where the race of men go by---
They are good, they are bad, they are weak, they are strong,
  Wise, foolish---so am I.

THE HOUSE BY THE SIDE OF THE ROAD
(Continued)

Then why should I sit in the scorner's seat,
  Or hurl the cynic's ban?
Let me live in a house by the side of the road
  And be a friend to man.
  -Sam Walter Foss

Read and interpret what you think the author is saying.

THE SPIRIT OF THE WORKER

LIFE is indeed darkness save when there is urge,
And all urge is blind save when there is knowledge,
And all knowledge is vain save when there is work,
And all work is empty save when there is love;
And when you work with love you bind yourself to yourself, and to one another, and to God.
And what is it to work with love?
It is to weave the cloth with threads drawn from your heart, even as if your beloved were to wear that cloth.
It is to build a house with affection, even as if your beloved were to dwell in that house.
It is to sow seeds with tenderness and reap the harvest with joy, even as if your beloved were to eat the fruit.
It is to charge all things you fashion with a breath of your own spirit.

-From "The Prophet" by Kahlil Gibran

Explain what the author means by the quote:
"And all work is empty save when there is love."

Write a paragraph explaining what it is like to work with love?

WORK

Let me but do my work from day to day,
  In field of forest, at the desk or loom,
  In roaring market place or tranquil room;
Let me but find it in my heart to say,
When vagrant wishes beckon me astray,
  "This is my work; my blessing, not my doom;
  Of all who live, I am the one by whom
This work can best be done in the right way."

Then shall I see it not too great, nor small,
  To suit my spirit and to prove my powers;
  Then shall I cheerful greet the laboring hours,
And cheerful turn, when the long shadows fall
At eventide, to play and love and rest,
Because I know for me my work is best.
-Henry van Dyke

1. Who should work?
2. Should working people have a higher standard of living than non-workers? Discuss.
3. By whom can the work best be done?
4. How should work be done?
5. Write a brief paragraph describing the person that does his best in work each day.

FROM SHAKESPEARE'S PLAYS

Good name in man and woman, dear my lord,
Is the immediate jewel of their souls:
Who steals my purse steals trash; 'tis something, nothing;
'Twas mine, 'tis his, and has been slave to thousands;
But he that filches from me my good name
Robs me of that which not enriches him
And makes me poor indeed.
-From Othello

1. In lines one and two, Shakespeare uses a figure of speech. What is it, Why?

2. If a man's good name is robbed, what type man does he become. ______________
____

3. To rob a person of a good name enriches the robber. Check one: Yes________
No ________

HOME, SWEET HOME!

Mid pleasures and palaces tho we may roam,
Be it ever so humble, there's no place like home;
A charm from the sky seems to hallow us there,
Which, seek thru the world, is ne'er met with elsewhere.
  Home, Home! sweet, sweet Home!
There's no place like Home! there's no place like Home!

An exile from home, splendor dazzles in vain;
O, give me my lowly thatched cottage again!
The birds singing gayly, that came at my call---
Give me them---and the peace of mind, dearer than all!
  Home, Home! sweet, sweet Home!
There's no place like Home! there's no place like Home!

How sweet 'tis to sit 'neath a fond father's smile,
And the cares of a mother to soothe and beguile!
Let others delight mid new pleasures to roam,
But give me, oh, give me, the pleasures of home!
  Home, Home! sweet, sweet Home!
There's no place like Home! there's no place like Home!

To thee I'll return, overburdened with care;
The heart's dearest solace will smile on me there;
No more from that cottage again will I roam;
Be it ever so humble, there's no place like home.
  Home, Home! sweet, sweet Home!
There's no place like Home! there's no place like Home!

After reading the poem, which has been set to music, write a paragraph expressing the ideas that you feel the poet had about home.

1-2-10-H

SAYINGS OF THE PEOPLE

GOD HELPS THEM that help themselves.

Diligence is the mother of good luck.

Well done is better than well said.

It is easier to prevent bad habits than to break them.

Genius without education is like silver in a mine.

Sell no virtue to purchase wealth, nor liberty to purchase power.

A good traffic rule is: When you meet temptation on the road of life, turn to the right.

Some people grow under responsibility: others only swell.

Politeness is to do and to say the kindest thing in the kindest way.

A wise old owl lived in an oak. The more he saw the less he spoke. The less he spoke the more he heard: Why can't we all be like that bird?

Group work: Take each saying and expand on it.

PERSONALITY AND POISE, DATING MANNERS

Directions: Underline the answer you consider to be the best.

1. It's O.K. to accept a blind date when...(a) You're low on boyfriends, (b) He sounds nice, (c) It's arranged by friends.
2. After a dance number, what's your next step...(a) Do a repeat, (b) Thank him and retreat, (c) Tag a stag
3. You can ask a boy for a date...(a) For special occasions, (b) Any time, (c) When he doesn't call
4. What's your reaction to a last minute date bid...(a) Eager beaver, (b) Thumbs down, (c) Think it over
5. Who suggests it's time to go home...(a) Your date, (b) you, (c) It doesn't matter
6. After a date, should you...(a) Invite him into the house, (b) Say good-night at the door, (c) Thank him.
7. What to do if Mom says you're too young for dating...(a) Try crowd psychology, (b) Become a hermit, (c) Stick to her parties.
8. How to straighten out a feud you started...(a) Make the first move, (b) Wait for him to call, (c) Try the weeping technique
9. What if you and your best friend flip for the same guy...(a) Date him, (b) Drop your friend, (c) Bow out nobly
10. Should you break a movie date with Bill...(a) If your dream man calls, (b) To meet a blind date, (c) For a formal dance.
11. When he says he'll call again, but doesn't...(a) Make sure your phone's in order, (b) Give him just one more day, (c) Give up
12. How to keep conversation going on a date...(a) Bring prompter cards along, (b) Ask questions, (c) Be interested
13. Should you agree to meet your date away from home...(a) If it's more practical, (b) To show you're not stuffy, (c) Never
14. How to outsmart the "home date" type...(a) Padlock the icebox, (b) Plant Junior in the parlor, (c) Use the "ready to go" approach
15. When asked where you'd like to go...(a) Have a plan or two, (b) Pick the town's top night spot, (c) Shrug your shoulders
16. You're dressed for the movies and he says you're going bowling...(a) Go as you are, (b) Quickly change, (c) Refuse to participate
17. How do you place your order in a restaurant...(a) Give it to the waiter, (b) Tell your escort, (c) Let you date choose your dinner

18. If you drop your fork, should you...(a) Pick it up, (b) Have your date pick it up, (c) Ask for another

19. He returns you to your table after the dance. You say...(a) I enjoyed it, too, (b) Thank you, (c) That was fun

20. How to "pass" at the table...(a) Play "hard of hearing", (b) Practice the "Long reach", (c) Just "point and pick"

21. If you spill something in a restaurant...(a) Apologize, (b) Clean up the mess, (c) Do nothing

22. In removing inedible food from your mouth, should you use...(a) Your fingers, (b) A napkin, (c) A spoon

23. When invited to a tea, should you...(a) Be punctional, (b) Come and go as you like, (c) Leave your cup on the tea table

24. You may ask for a second helping...(a) If you're hungry, (b) Any time, (c) When you know there's more food

25. Need a thank-you note be...(a) A formal acknowledgement, (b) Brief but personalized, (c) An essay on gratitude

26. Which is correct when leaving a vehicle...(a) Ladies, (b) Ladies last, (c) Look before you leap

27. To refuse a dance nicely...(a) Say "No thank you", (b) Waltz off with someone else, (c) Give the reasons why.

28. You should rise for...(a) An older person, (b) Anyone regardless of age, (c) An introduction

29. When shaking hands, do you...(a) Remove your gloves, (b) Keep them on, (c) Say "pardon my glove".

30. When invited to dinner, you should arrive...(a) Early, (b) Right on time, (c) Fashionable late

31. When walking is hazardous, what's correct...(a) You take his arm, (b) He grips your elbow, (c) Let him carry you

32. You're watching television and friends stop by...(a) Turn the T.V. off, (b) Ask them to join you, (c) Leave it on and visit.

33. Who sits where on a double date at the movies...(a) Two girls in the middle, (b) Boy-girl-boy-girl, (c) Two boys in the middle

34. How to react to a personal question...(a) Beg off, gradefully, (b) Burst into tears, (c) Change the subject

35. How to get into a sports car with ease...(a) Can't be done, (b) Try the side approach, (c) Use a shoe horn.

36. When should you write to him...(a) First, (b) Wait for his letter, (c) Any time

37. What if your date drives too fast...(a) Laugh it off, (b) Ask him to slow it down, (c) Hope and pray

38. How can a newcomer find new friends...(a) Just sit and wait, (b) Go where they are, (c) Play hard to know

39. What kinds of mannerisms annoy boys...(a) Lint-picking, (b) Finger nail biting, (c) Bead-fiddling

40. To make sure you look perfect at the dance...(a) Have a dress rehearsal, (b) Buy a new dress, (c) Borrow mother's mink

41. When the party's over...(a) Leave, (b) Stay till the bitter end, (c) Make a farewell speech

42. Suppose he admires your dress, do you say...(a) "Really? This old sack?", (b) "Are you kidding?", (c) "Thank You"

43. Your hands look prettiest when they're...(a) Active, (b) Palm to palm, (c) Clenched

44. How to enter a party gracefully...(a) Plunge in boldly (b) Pause at the doorway, (c) Disappear

45. When someone phones you while you're entertaining a date...(a) Be brief, (b) Linger on the line, (c) Say, "Sorry, wrong number"

46. Which personality traits attract boys...(a) An interest in his interest, (b) Good sense of humor, (c) Ability to listen

47. If your friends call you "The Brain"...(a) Ignore them, they're jealous, (b) Stop studying, (c) Take it lightly

48. Would you rather...(a) Eat with your best friends every day, (b) Get acquainted with a new girl in class, (c) Read a good book

49. Suppose you forget the name of an acquaintance, your best move is to... (a) Act attentive, (b) Say "Hello there" and keep walking, (c) Make apologies

50. You're invited to a party and don't know the crowd...(a) Fade into the wallpaper, (b) Let a frozen smile give you away, (c) Act bored with it all

51. When your date arrives you should be...(a) Ready and waiting, (b) Fashionably late, (c) Pressing your dress

52. If you want to glow in the dark, wear...(a) A phosperescent dress, (b) Sequins, (c) Special make-up

53. How to cope with large pores...(a) Mask them with make-up, (b) Be a night owl, (c) Tighten up

54. To achieve a prettier smile, try...(a) A lipstick brush, (b) Money in the bank, (c) Another toothpaste

55. Make make-up last with...(a) A cold splash, (b) An extra heavy application, (c) Frequent patchwork.

56. What causes teen-age skin problems...(a) Too many French fries, (b) Too much chocolate, (c) Too little soap and water.

57. When sunburned...(a) Tell him you blush easily, (b) Use a tinted make-up base, (c) Try soothing lotion

58. Which strategy can "elevate" a low brow...(a) Symphony sessions, (b) Dating the Psych professor, (c) A bang on the head.

59. For a job interview, you should look...(a) Exotic and interesting, (b) Cool and collected, (c) Neat and nervous

60. If you're petite and want to look taller...(a) Try stilts, (b) Heighten your hair style, (c) Wear vertical lines.

61. How to belittle a not-little nose...(a) Wear a clothespin to bed, (b) Use vanishing creams, (c) Fool the eye

62. Should a girl who's taller than her escort...(a) Wait for a taller date, (b) Bend a little, (c) Wear sneakers

63. To shorten "king size" feet wear...(a) Buckle or bows, (b) Not too low heels, (c) Dark shoes

64. With sleeveless dresses, which goes best...(a) A stole, (b) A razor, (c) Long gloves

65. How to choose the night perfume...(a) By trail and error, (b) By it's glamerous name, (c) By mom's brand

66. To help sidestep the dry skin problem, try...(a) A creamy pillow, (b) A steamy shower, (c) Staying indoors

67. Which snack has the least calories...(a) Bag of potato chips, (b) Chocolate candy bar, (c) Scoop of ice cream

68. What's the correct way to wear a corsage...(a) Stems up, (b) Stems down, (c) On the left shoulder

69. How do you choose the color of your clothes...(a) Flatter your color type, (b) Copy your friends, (c) Follow the fashion trends

70. If you're on the plump side, wear...(a) Knit dresses, (b) Bold prints and plaids, (c) Simple, tailored styles

71. How to decide about a new suit...(a) Buy it and diet, (b) Pick a pastel shade, (c) Take a stroll

1-3-0 (Cont.)

72. How to slim your ankles...(a) Wear plain pumps, (b) Exercise, (c) Medium heals

73. If you need a quick hair set before a date...(a) Run to the nearest beauty salon, (b) Try the steam treatment, (c) Wear a scarf

74. What to do if the punch is "spiked"...(a) Pretend you don't know, (b) Request another beverage, (c) Dive in.

75. How to react when you win or lose a game...(a) Crow, (b) Glow, (c) Accept graciously

76. How to eat spagetti the Italian way...(a) Cut into mouthsized portions, (b) Twine around your fork, (c) Use a fork and soup spoon

77. How to improve your study habits...(a) Budget you time, (b) Shorter study sessions, (c) Find a quiet atmosphere

78. When you have a difference of opinion with your parents...(a) Retreat and reflect, (b) Fight for your rights, (c) Give in

54. To achieve a prettier smile, try...(a) A lipstick brush, (b) Money in the bank, (c) Another toothpaste

55. Make make-up last with...(a) A cold splash, (b) An extra heavy application, (c) Frequent patchwork.

56. What causes teen-age skin problems...(a) Too many French fries, (b) Too much chocolate, (c) Too little soap and water.

57. When sunburned...(a) Tell him you blush easily, (b) Use a tinted make-up base, (c) Try soothing lotion

58. Which strategy can "elevate" a low brow...(a) Symphony sessions, (b) Dating the Psych professor, (c) A bang on the head.

59. For a job interview, you should look...(a) Exotic and interesting, (b) Cool and collected, (c) Neat and nervous

60. If you're petite and want to look taller...(a) Try stilts, (b) Heighten your hair style, (c) Wear vertical lines.

61. How to belittle a not-little nose...(a) Wear a clothespin to bed, (b) Use vanishing creams, (c) Fool the eye

62. Should a girl who's taller than her escort...(a) Wait for a taller date, (b) Bend a little, (c) Wear sneakers

63. To shorten "king size" feet wear...(a) Buckle or bows, (b) Not too low heels, (c) Dark shoes

64. With sleeveless dresses, which goes best...(a) A stole, (b) A razor, (c) Long gloves

65. How to choose the night perfume...(a) By trail and error, (b) By it's glamerous name, (c) By mom's brand

66. To help sidestep the dry skin problem, try...(a) A creamy pillow, (b) A steamy shower, (c) Staying indoors

67. Which snack has the least calories...(a) Bag of potato chips, (b) Chocolate candy bar, (c) Scoop of ice cream

68. What's the correct way to wear a corsage...(a) Stems up, (b) Stems down, (c) On the left shoulder

69. How do you choose the color of your clothes...(a) Flatter your color type, (b) Copy your friends, (c) Follow the fashion trends

70. If you're on the plump side, wear...(a) Knit dresses, (b) Bold prints and plaids, (c) Simple, tailored styles

71. How to decide about a new suit...(a) Buy it and diet, (b) Pick a pastel shade, (c) Take a stroll

1-3-0 (Cont.)

72. How to slim your ankles...(a) Wear plain pumps, (b) Exercise, (c) Medium heals

73. If you need a quick hair set before a date...(a) Run to the nearest beauty salon, (b) Try the steam treatment, (c) Wear a scarf

74. What to do if the punch is "spiked"...(a) Pretend you don't know, (b) Request another beverage, (c) Dive in.

75. How to react when you win or lose a game...(a) Crow, (b) Glow, (c) Accept graciously

76. How to eat spagetti the Italian way...(a) Cut into mouthsized portions, (b) Twine around your fork, (c) Use a fork and soup spoon

77. How to improve your study habits...(a) Budget you time, (b) Shorter study sessions, (c) Find a quiet atmosphere

78. When you have a difference of opinion with your parents...(a) Retreat and reflect, (b) Fight for your rights, (c) Give in

THE BIOGRAPHY

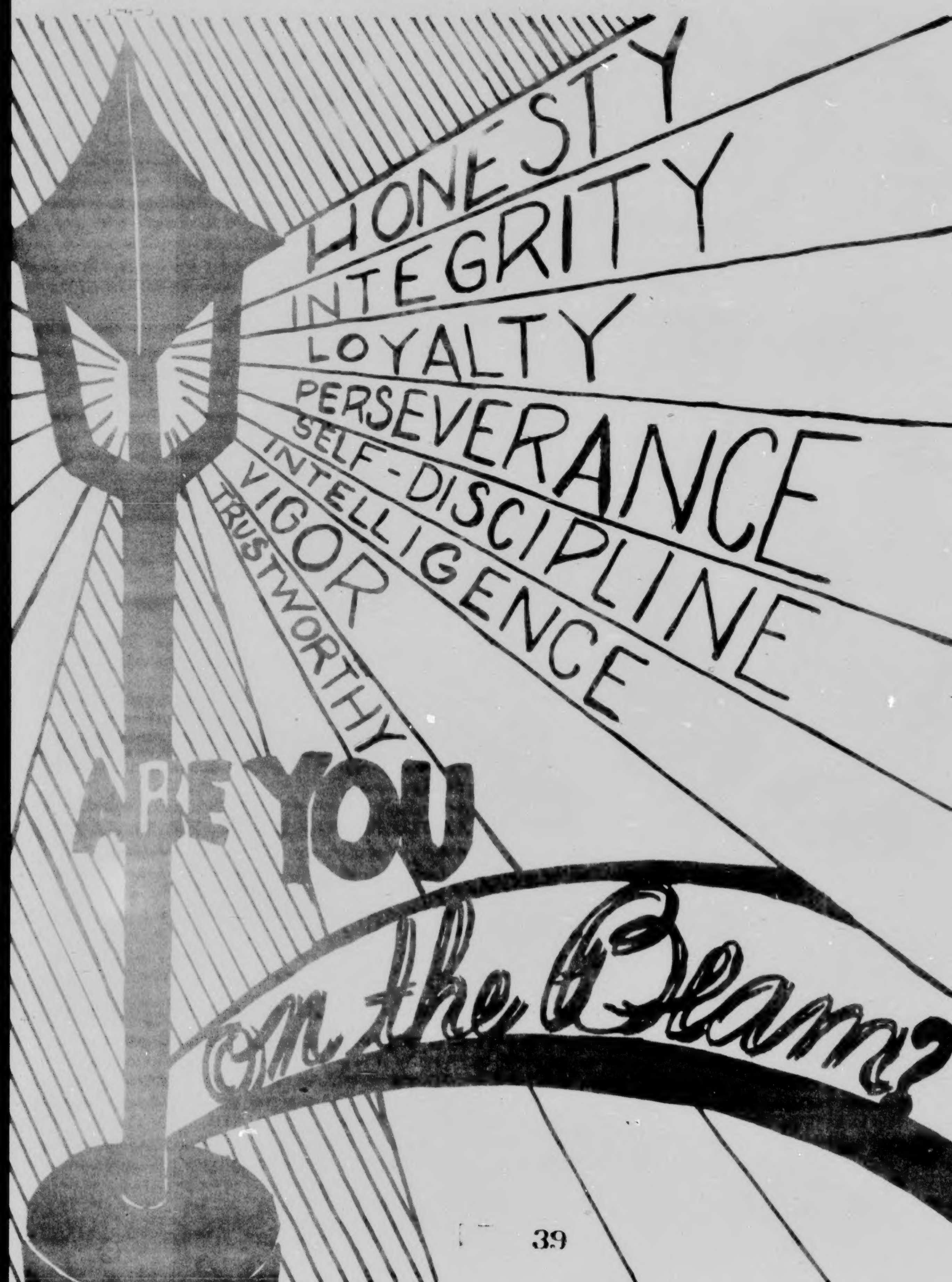
In reading a biography, it is likely you will choose a person you do not know. He may be living far away, or he may have lived long ago. What you read about him will be written by others, but this will not prevent you from writing and/or telling an interesting story about him.

The purpose of your story is for you to really get to know this person and to present him in such a manner that your audience will know him, too.

Read more than one book about him if possible. Use the Reader's Guide and search for articles about him. Search for visual aids to add "spice" to your presentation.

After you have collected materials and read them, it is time to take notes and review them. Arrange your information so that you will be guided by the following outline:

1. Name of the book
2. Author of the book, including a brief biographical sketch of him
3. Name of the person, if different from title
4. Date and place of this person's birth
5. Childhood experiences
6. People or events that have helped to shape his life (parents, teachers, ministers, etc.)
7. What he has done to help others
8. The qualities of character that made him what he is
9. At least one incident from his life that reveals what he is like or the kind of life he lived
10. A closing statement that leaves your audience with a clear impression of your subject


HONESTY
INTEGRITY
LOYALTY
PERSEVERANCE
SELF-DISCIPLINE
INTELLIGENCE
VIGOR
TRUSTWORTHY
ARE YOU
On the Beam?

1-5-0

BIOGRAPHY EVALUATION

		YES	NOT SURE	NO
1.	Did he choose a person of interest to the group?	____	____	____
2.	Did he have an interesting opening sentence?	____	____	____
3.	Did he have a positive attitude toward this person?	____	____	____
4.	Did he carefully weigh the amount of material he was to present?	____	____	____
5.	Was his talk well organized?	____	____	____
6.	Do you think he has practiced his talk aloud?	____	____	____
7.	Did he begin his speech slowly and confidently?	____	____	____
8.	Did he use any nonstandard English in presenting his talk?	____	____	____
9.	Did he use at least one visual aid?	____	____	____
10.	Did he emphasize the main points on the outline?	____	____	____
11.	Was his posture good?	____	____	____
12.	Did he project his voice well?	____	____	____
13.	Was his talk too long or too short?	____	____	____
14.	Did he define terms that weren't clear to you?	____	____	____
15.	Did he look at his audience while speaking?	____	____	____
16.	Did he appear relaxed?	____	____	____
17.	Was he enthusiastic?	____	____	____
18.	Do you feel as if you know this person?	____	____	____

(Con't)

Rank Speaker:

______________,	______________,	______________,	______________,
excellent	good	fair	poor

Brief Character Analysis:

List in complete sentences three character traits about the subject that you feel helped him to be successful in life.

1.

2.

3.

HOUSE CARE OCCUPATIONS

1. Visiting homemaker--takes over maintenance of home.
2. Emergency housekeeper
3. Maids (hotels, motels, hospitals)
4. Supervisor of hotels and motels
5. Domestic
6. Janitorial maids
7. Custodian Workers (self-employed or as team)
8. Laundry services
9. Apartment house managers
10. Housewife and mother

MATERIALS NEEDED

1-1-1	Dictionaries Encyclopendias
1-1-2	Handouts A, B, AND C.
1-1-5	Materials for bulletin board
1-1-6	Filmstrips: "Me, Myself, and I" (#202 A-F) Recording to accompany filmstrips Record player Filmstrip projector
1-1-9	Reference materials
1-1-10	Filmstrip: "Understanding Your Relationship with Others" Filmstrip machine
1-1-11	Handout
1-2-1	Examples of prase and poetry
1-2-2	Overhead Transparency Grease pencil
1-2-3	Set of transparencies: Figurative Language (3 M Company) Overhead
1-2-5	Selections of poems
1-2-6	Handout: Figures of Description
1-2-7	Handout: Figures of Speech
1-2-8	Handouts A, B, C Tone in Poetry
1-2-9	Handout: Rhyme Scheme
1-2-10	Handouts A, B, C, D, E, F, G, and H poetry selections
1-3-0-	A. Personality and Poise, Dating Manners B. Poetry, teachers made test

1-4-1	Handouts
1-4-2	Library Use Biographies
1-4-3	Handouts The Biography
1-4-5	Bulletin board idea
1-5-0	Evaluation

BIBLIOGRAPHY

Chapman, Elwood. *Your Attitude Is Showing*. Chicago: Science Research Association, Inc. 1964.

Craig, Hazel Thompson and Ola Day Rush. *Homes With Character*. Boston D. C. Heath and Company, 1966.

Loeb, Robert H. Jr. *Manners At Work*. New York: Association Press, 1967.

MacGibson, Elizabeth Gray. *Manners In Business*. New York: The MacMillian Company

Neugarten, Bernice L. and others. *Discovering Myself*. Chicago: National Forum Foundation, 1958.

Osborne, Ernest G. *Understanding Your Parents*. New York: The MacMillian Company, 1966.

Warriner, John E. and Francis Griffith. *English Grammar and Composition, Complete Course*. New York: Harcourt, Brace and World, Inc. 1963.

__________________ and others. *English Grammar and Composition II*. New York: Harcourt, Brace and World, Inc., 1963.

PAMPHLETS

N E A Journal Staff. *Selections for Memorizing*. Grades 9, 10, 11, 12 Washington, D. C.

Vicks, Nancy O. and others. *Student's Handbook for the Story of Literature*. New York: Holt, Rinehart and Winston, Inc. 1959.

ENCYCLOPEDIAS

"Attitudes," Encyclopedia *Britannica*. (1966 ed.), II 733-734.

"Personality," Encyclopedia *Britannica*. (1966 ed.), XVII, 694-699.

INSTRUCTIONS FOR COMPLETING UNIT REVIEW SHEET

A. Heading Information:

1. Course: Enter the name of Interest-Based Curriculum Area, for example, Science for Homemakers.

2. Teacher: Enter name of the teacher managing the instructional activities.

3. Unit Title: Enter title of the unit, for example, Common Fractions.

4. Beginning Date: Enter date unit was begun.

5. End Date: Enter date unit was completed.

I. Time Spent on Unit

Objectives: Enter the number(s) of the process-task level objectives covered, not the interim-performance objectives.

Estimated Time: Enter the estimated time for completion of each process/task objective in terms of class periods. This should be done before the unit is begun.

Actual Time: Enter the number of class periods actually used to complete the objective.

Date Completed: Enter date of the last class period spent on the task objective.

II. Objectives Covered

A. If all objectives in the unit were covered, check "yes"; if not, check "no."

B. If all objectives were not covered, list objectives by number and indicate reasons why they were not covered.

III. Appropriateness of Objectives

A. Consider the objectives, the activities, the instructional materials, and the evaluative materials. If all were appropriate for your students, check "yes." If either the objectives, the activities, materials, or evaluation were not appropriate, check "no."

B. List the number(s) of the objectives which were not appropriate--or for which materials, activities, or evaluation materials were not appropriate--and give reasons.

IV. Write any suggestions you think would improve any part of the unit.

Natchitoches Parish Schools

UNIT REVIEW SHEET

Course________________ Teacher________________

Unit Title________________ Date________________

Beginning Date________________ End Date________________

I. Time Spent on Unit

Objectives	Estimated Time	Actual Time	Date Completed	Comments

II. Objectives Covered

A. Covered all objectives: Yes _____ No _____

B. Objectives not covered:

Objective Number	Reasons

III. Appropriateness of Objectives, Activities, Materials, and Evaluation.

A. All objectives were appropriate: Yes _____ No _____

B. Objectives not appropriate:

Objective Number	Reasons

IV. Suggestions for Improving the Unit

____

____

____

____

____

____

OVERVIEW: SPEAKING AND LISTENING

There are many avenues one may follow in a unit capitalizing on the skills of speaking and listening. Oral reports, informal discussions, debates, guest speakers, tests, and everyday life situations all may be explored from the viewpoint of the relative importance of speaking and listening. Since speaking and listening are the two primary tools of communication (reading and writing being secondary), these skills must be cultivated so that students will be able to handle social situations.

Students interested in house care should be able to see the relevance of this unit to their world. Realizing that they now do most of their communicating through speaking and listening, the young people will understand the need for this unit.

The unit is divided into two sections, the first dealing with listening and the second, speaking. Students will be made aware that listening effectively is a skill that must be practiced. There are activities designed to stimulate listening, ranging from the solely aesthetic to the critical. Speaking activities are varied, including telephone courtesy and oral reporting. The students will evaluate themselves and one another, using the teacher as a resource person.

It is hoped that the young people will gain a measure of poise and maturity, or at least an awareness of their own needs in speaking and listening during this study.

UNIT II
SPEAKING AND LISTENING

2-0-0 At the end of the speaking and listening unit, the student will demonstrate the value of two-way communication by making a prepared speech on a chosen topic related to house care occupations, with teacher and class approved proficiency in accordance with the speaker profile.

2-1-0 During several class periods, the teacher will provide monitorial activities for improving listening and for creating an awareness of good listening habits.

2-1-1 Use tape and filmstrips, "Understanding Your Relationship With Others," Parts I and II to introduce the unit. Discuss questions related to communication:

A. Adult levels
B. Children's levels

2-1-2 Have the class to discuss listening in business and industry. Use handouts as a reference.

2-1-3 Give the students handouts to learn the kinds of listening. Discuss each and explain why there are different kinds of listening.

2-1-4 Tape the activity lesson 2-1-4-A and 2-1-4-B for a listening skill. Play 2-1-4-A.

2-1-5 Ask students to exchange papers and then play 2-1-4-B for them to check the answer.

2-1-6 Discuss taped lesson and review the importance of listening.

2-1-7 For a class activity, have the students list several careers related to house care. Collect pictures related to listening situations and make a class mural. Label each picture with an effective career caption.

2-1-8 Have the students define the noun aesthetics. Play one of the students' favorite modern record and ask them the following:

A. How does the song make you feel?
B. Usually songs have a story to tell, did this one? If so, what was the story?
C. Is poetry aesthetic listening?

D. We have studied poetry this year; now, recall some of those poems and tell the class how they made you feel and why.

2-1-9 To reinforce listening skills, choose three paragraphs related to house care and read aloud to the students. Ask them to list important things they remembered hearing. After they do this, have them choose another person and discuss their ideas learned, evaluating each other's listening.

2-1-10 If the class, or groups, need further listening activities, use records and filmstrips, "How to Listen More Effectively."

2-1-11 Have each student to evaluate himself, using the handout. Discuss briefly but follow through with 2-1-12.

2-1-12 Give the students the following handouts; discuss in detail.
2-1-12-A What Is Your Listen Profile?
2-1-12-B What Is Your Speaker Profile?
Tell them these two handouts will be used for all speeches they present.

2-2-0 During several class periods, the teacher will provide monitorial activities for improved communications by creating an awareness of better speaking and listening habits.

2-2-1 Since the telephone is used so widely by high school students, invite a guest from the telephone company to discuss "Telephone Communication: Business and Pleasure."

2-2-2 Select two students to write thank-you notes to the guest speaker. Select the best to be corrected and mailed.

2-2-3 Have the other students make a guide of good habits for using the telephone as given by the guest speaker. All students discuss the list then do activity 2-2-4.

2-2-4 Divide the class into two's. Have the activity sheet and cut corresponding numbers ready to be drawn. Role play the number drawn by each couple.

2-2-5 Tape short, extemporaneous speeches related to house care. Play the recording for each to analyze his speaking voice and habits. Discuss some of the problems the students have.

2-2-6 Use filmstrip: "Introduction to Public Speaking" and transparencies on communication. Discuss the organization of making a successful talk.

2-2-7 Ask for two students to volunteer to make a poster illustrating the five (5) main parts of a talk.

A. Introduction
B. Facts
C. Illustrations
D. Body
E. Conclusion

2-2-8 Ask for two others to make a poster illustrating the steps for good speeches. Include the following:

A. Choose an interesting topic
B. Gather materials
C. Make an outline
D. Practice at home, using good speaking habits.
E. Have an interesting beginning and strong conclusion.
F. Dress appropriately.

2-2-9 Give the students a list of suggested topics.

2-2-10 Spend several days in the libraries choosing and researching interesting topics related to house care for speeches to be presented.

2-2-11 Teach note taking organization as needed. (See research unit.)

2-2-12 Use any or all of the following films for aids to better speeches:

A.	"Speech: Planning Your Talk"	11 minutes
B.	"Speech: Function of Gestures-Young America"	11 minutes
C.	"Speech: Stage Fright"	11 minutes
D.	"Speech: Platform Posture"	11 minutes
E.	"Speech: Stage Fright"	11 minutes

2-2-13 Class members will complete note taking, prepare their speeches, and present.

2-3-0 During the talks the teacher will administer speaker and listening profiles so that the students may evaluate each other as speakers and own self as listeners, as evidence by the project monitorial system.

2-4-0 At the end of this objective, the students will have had an appreciation of the novel from having studied one. The students will be able to orally discuss, write an essay, and pass a teacher made test with 60% proficiency.

2-4-1 After the students and the teacher select the novel to be studied, the teacher will spend one period introducing the novel. Suggested visual aids are the film, "The Novel: What It Is, What It's About, and What It Does," and the filmstrip kit, "Teaching the Novel."

2-4-2 By using the unit The Pearl as a guide, construct and execute plans for the novel to be taught.

2-5-0 After having been taught the novel, the students will apply their knowledge gained related to it by scoring 75% or above on a teacher made test.

Listing in business and industry

Habits of good listening contribute greatly to one's success in all areas of life, but particularly in business and industry. Some large corporations, such as American Telephone and Telegraph, General Electric, and General Motors, provide listening training for some of their personnel.

A supervisor must know how to listen. Large corporations know that management must know how to listen if it is to be effective. They know that the successful supervisor doesn't just give orders; he also does a lot of listening. He listens to his employees to find out what they think, so he can help to settle arguments or complaints and establish good employee relations, and because he knows that employees often contribute time and money-saving ideas when they have a supervisor who really listens to them.

Workers, too, must listen. Many workers in business and industry rely on listening skills in order to carry out their daily assignments. Telephone operators and salespeople must be skilled listeners. Another who must depend upon effective listening for success in his work is the automobile service repair manager. When a customer brings this care in for repair, the service manager must listen to and record what the customer thinks is wrong with the car. Sometimes he must even listen to the motor for clues to the difficulty. He must listen to find if, when, and where the repaired vehicle is to be delivered. After the work is completed, he must listen to the mechanics to find what repairs have been made and whether they have been made satisfactorily. The success of the service department-manager depends greatly upon how well he listens to his customers and his workers.

All employees who provide service of any kind--and that includes most--are partially, if not totally, dependent upon their listening ability to aid them in carrying out their duties. No one in business and industry is immune to the need for effective listening. Every worker--housekeeper, accountant, shipping clerk, machine operator, or mechanic--receives much information and many instructions orally from co-workers, from supervisors, and from customers. Failure to listen results in errors, accidents, and misunderstanding; and these are costly in terms of time, money and good will.

2-1-3 Kinds of Listening

1. Listening for entertainment or appreciation - This is also called aesthetic listening. It involves enjoyment of music, television, movies, plays, conversation, humorous speeches, and other forms of entertainment.

2. Listening for information - This is also called recall listening. The listener hears and records information for later use. Skills involved are listening for key words and facts, and organizing them so they can be recalled. This type of listening is helpful in school.

3. Listening for evaluation - This is also called critical listening. The listener must make a judgment; he must decide about the probable truth or wisdom of what he hears. His own knowledge and ability to reason must have a bearing on what he hears. He needs to be able to recognize propaganda techniques. This type of listening is helpful in judging advertisements and in dealing with salesmen and politicians.

LISTENING: RECOGNIZING SENTENCES

Today, I will read ten (10) sets of word groupings. Some will be sentences; others are not. You may have more than one sentence in each group.

Now number your papers by sets: 1-10. Beside each number place an A followed by a blank, then a B followed by a blank and then C followed by a blank. (Allowing time for numbering)

Example:

Set 1. A.____________________, B.__________________, C.__________________

Set 2. A.____________________, B.__________________, C.__________________

Set 3. A.____________________, B.__________________, C.__________________

Set 4. A.____________________, B.__________________, C.__________________

Set 5. A.____________________, B.__________________, C.__________________

I will now read you the word groupings. Put a plus (+) by each letter and/or letters in each set.

Set 1. A. Your present furnishings
B. Since a rug is more or less a permanent background
C. Rugs will often limit one's choice of backgrounds.

Set 2. A. Walls are sometimes made of pine.
B. The idea of the room
C. What factors influence the choice of main backgrounds?

Set 3. A. A formal traditional room
B. Rooms in which you spend the most time
C. Walls should be pleasing to the occupant in color and design.

Set 4. A. Name six factors in planning a home.
B. Four factors to consider
C. Distinguish between flexible and fixed expenses.

Set 5. A. I own my home.
B. Equity in the home is accumulated.
C. Have responsibility for maintaining the home.

Set 6. A. Needs to feel safe and healthy
B. We need physical fitness to stay healthy.
C. A home should be a secure place.

2-1-4-A (Cont.)

Set 7. A. Being prepared for a job is necessary.
B. One should face the problems of work.
C. Cooperation helps one to advance.

Set 8. A. Gardening can be enjoyable.
B. The weeds in the flowers
C. Roses in bloom

Set 9. A. How to select a garment
B. Well bound buttonholes
C. Dyed evenly, a garment looks better.

Set 10. A. Understanding the difference between soaps and detergents.
B. Explain how soap and detergents work.
C. Soaps and detergents are both cleansing agents.

LISTENING: KEY TO 2-1-4-A

Set 1. C

Set 2. A and B

Set 3. C

Set 4. A and C

Set 5. A and B

Set 6. B and C

Set 7. B and C

Set 8. A

Set 9. C

Set 10. B and C

WHAT'S YOUR PERSONALITY PERFORMANCE SCORE IN COMMUNICATION?

Each question is valued at 5 points each.

1. Is your voice easy to listen to?
2. Are you a good listener?
3. Are you open-minded - able to see ideas of others?
4. Are you tactful in your dealing with others?
5. Can you make people feel at ease?
6. Can you sit quietly and at ease for at least 10 minutes?
7. Have you a sense of humor?
8. Are you enthusiastic about the things you do?
9. Do you try to break habits that are annoying to others - biting nails, playing with beads, gesturing with your hands, and always adjusting your clothes or hair?
10. Do you work easily with other people?
11. Can you tell a story or give a talk clearly and smoothly?
12. Do you have self-control - refuse to quarrel, control temper?
13. Do you refrain from arguing too much with people who disagree with you?
14. Are you growing gracefully?
15. Are you using your youth as an alibi for a careless look?
16. Do you always look cheerful?
17. Are you sincerely interested in other people?
18. Are you dependable?
19. Do you keep the same friends for a long time?

20. Do you respect other people's interests, hobbies?

SCORE:

90 to 100	Excellent	(Too good to be true)
80 to 90	Good	(Nice work, keep going)
70 to 80	Fair	(Pass in a pinch)
60 to 70	Poor	(Better get busy)
0 to 60	Bad	(Just awful, no excuse!!)

2-1-12-A

What Is Your Listener Profile?

	YES	NO	NOT SURE
1. Do I get ready to listen?	____	____	____
2. Do I clear my mind of distractions?	____	____	____
3. Do I adopt a positive attitude toward the speaker?	____	____	____
4. Do I listen for key words and main ideas?	____	____	____
5. Do I avoid interrupting the speaker?	____	____	____
6. Do I avoid interrupting to correct the speaker?	____	____	____
7. Do I pause to think about what he is saying?	____	____	____
8. Do I let my prejudices interfere with my thinking?	____	____	____
9. Do I listen with a purpose?	____	____	____
10. Am I a courteous, attentive listener?	____	____	____

2-1-12-B

What Is Your Speaker Profile?

	YES	NOT SURE	NO
1. Did he choose a topic of interest to the group?	____	____	____
2. Did he have an interesting opening sentence?	____	____	____
3. Did he have a positive attitude toward his talk?	____	____	____
4. Did he carefully weigh the amount of material he was to present?	____	____	____
5. Was his talk well organized?	____	____	____
6. Do you think he has practiced his talk aloud?	____	____	____
7. Did he begin his speech slowly and confidently?	____	____	____
8. Did he use any nonstandard English	____	____	____
9. Did he use at least one visual aid?	____	____	____
10. Did he emphasize the main points so the listener could get them easily?	____	____	____
11. Was his posture good?	____	____	____
12. Did his voice project well?	____	____	____
13. Was his talk too long or too short?	____	____	____
14. Did he define terms that weren't clear to you?	____	____	____
15. Did he look at his audience while speaking?	____	____	____
16. Did he appear relaxed?	____	____	____
17. Was he enthusiastic?	____	____	____

	YES	NOT SURE	NO
18. Did he use interesting closing remarks?	_____	_____	_____
19. Did he avoid sarcasm?	_____	_____	_____

By using the above questions, how would you rank the speaker: excellent, good, fair, poot, extremely poor. ______________________

ROLE PLAY: TELEPHONE COURTESY

Act out the following situations, practicing the rules of telephone courtesy.

1. You have a job where you press clothes in a laundry, but you are sick and unable to go to work. Call the manager and explain this to him.
2. Answer the following want ad. One student be the applicant, the other the employer.

   "Seamstress wanted, full or part time.
   Experience with machine. $80 up. Call
   352-8441."
3. You, the babysitter, call a parent to let her know her small son has just cut his foot rather badly.
4. You are alone in a bakery. A fire breaks out in the storage area. Use the telephone to get the best results possible.
5. You order the food for a drive-in where you work. You have to call the warehouse to order produce needed.
6. Joe, a young man whom you've been wanting to date, calls you for a date. It just so happens you already have a date with Tom, whom you've been dating rather often.
7. You are the service manager for a pest control company, and you have just receive an angry call about your poor service. Deal with the angry customer.
8. You are on your way to work and run out of gasoline. You walk to the nearest house and ask to use the telephone. Act this out; you may use more than two if you so desire.
9. You are employed by the city's sanitary department. You report a minor accident that has just occurred.
10. You have been employed to work for a major hotel in New Orleans. You have been gone for two weeks; call your family and talk with them.

SUGGESTED TOPICS

1. Safety in the Home
2. Money Management
3. The Impact of Social and Economic Change
4. House Care: Related Jobs in Our Area
5. Money Saved: Making My Own Curtains, Slip Covers, and Draperies
6. Antiques
7. Refinishing Furniture
8. Landscaping
9. The Nursing Homes
10. How to Make a Room More Attractive
11. Buying Food Wisely
12. Planning a Shower
13. Appearance Is Important
14. How to Arrange Flowers
15. Accepting Responsibility
16. Choosing the Correct Accessories
17. Saving Energy in Home Care
18. Comparative Shopping: Household Equipment
19. Day Care Centers
20. Man Made Fibers (Chose only one)

OVERVIEW: ATTITUDES

"Use what language you will, you can
never say anything but what you are."

-Ralph Waldo Emerson

Attitudes cannot de developed in a sixteen or seventeen year-old. At this age such a young person has already formed a mental outlook on life which has been impaled in his mind by his peers, family, and our school and communities.

One cannot change these self-made attitudes, but one can attempt to guide these mental concepts toward the right direction, which is self-expression through good oral communication.

This unit is divided into four related subject areas: self, school, peer, and community attitudes. The purpose of these related subject areas is to reveal to the students that previously gained attitudes, if expressed soundly and sincerely with good intent, may lead to the betterment of each as an individual in our society.

Improvement is the main objective throughout this unit. If the students can communicate with one another and their teacher within the classroom, then the goal of obtaining knowledge will be made easier.

THE PEARL

Overview:

The Pearl has long been a work popular with students in high school and college. The combination of a simple story, strongly established symbolism, social commentary, and important themes, as well as beautiful writing, makes this a classical literary work.

The purpose of this unit is to deal with the themes of The Pearl in addition to pointing out the author's use of symbolism to carry out these themes. A few of the major ideas in the novel are defined and traced through the structure of the plot.

According to novel structure, each chapter contains a central incident which has both cause and effect, tying together the action. The structure of The Pearl is a good example of this thematic structure, for each chapter contains this central incident.

The Pearl has been called, even by the author himself, a parable or an allegory. Another purpose of this unit is to teach the students what a parable is and how The Pearl is one.

Enjoyment of the book as a story and literary work will also be stressed.

Objectives:

1. To help students to understand that The Pearl is an allegory about life and its message can be applies to their own lives.
2. To help the students to comprehend the actions, emotions, and motivations of characters through the study of the themes.
3. To help students understand the thematic structure of the novel.

4. To help students understand that in a well-written novel such as The Pearl, the characters change as the situations interact.

5. To acquaint the students with Steinbeck, and his works.

6. To acquaint the students with the background setting of The Pearl.

7. To acquaint the students with such literary terms as: plot, parable, theme, symbolism.

8. To improve the students' vocabulary.

9. To develop students' ability to read novels for pleasure.

Suggested Approaches:

1. Chalk board:
   A display of vocabulary words from The Pearl.

2. Visual Aids:
   A. Transparencies on Lower California, and on literary terms.
   B. Poster on The Songs in The Pearl for the bulletin board.

3. Introduction to John Steinbeck by use of a panel "television show" put on by the students, who interview "John Steinbeck," played by one of the class members.

4. Introduction to the setting of the novel in Lower California by the use of transparency.

General Suggested Activities:

1. Discuss literary terms relating to the novel.

2. Spend part of each period discussing vocabulary in The Pearl.

3. Let students write a paragraph on one of the three following topics:
   A. Is greediness justified even though it is for others?
   B. Why did Kino throw the pearl back into the sea?
   C. How did Kino and Juana change as the story progressed?

4. Assign a paper to be written at the conclusion of the unit on: What the pearl in Steinbeck's novel, The Pearl, symbolizes.

References and Sources:

Gerhard, Peter, and Gerlick, Howard E. Lower California Guidebook. Glendale, California: The Arthur H. Clark Company, 1956.
This book is a descriptive traveler's guide to Lower California with specific chapters on The Land and The People.

Gordon, Edward J. Understanding Literature. Boston: Ginn and Company, 1964. This literature book contains the text of The Pearl, with questions for discussion and thought at the end, and an introduction to the novel. Pages, 465-527.

Karsten, Ernest E., Jr. "Thematic Structure in The Pearl." English Journal, LIV (January, 1965), pp. 1-7.

Moritz, Charles. Current Biography Yearbook. New York: H. W. Wilson Company, 1963. pp. 397-399.
Contains a biography of John Steinbeck.

Morris, Harry. "The Pearl, Realism and Allegory." English Journal, LII (October, 1963), 487-505.

Osborn, Ardis, and Wofford, Joan. Understanding Literature, Teacher's Handbook and Key. Boston: Ginn and Company, 1965, pp. 199-226.
This book contains background material on John Steinbeck. It has questions for discussion and suggested answers.

Steinbeck, John. The Pearl, "Bantam Books"; New York: The Viking Press, 1947.

Steinbeck, John. The Sea of Cortez. New York: The Viking Press, 1951.

Evaluation:

1. A unit test covering The Pearl, background material of John Steinbeck, and vocabulary words.

2. A theme to be written by the students outside of class and turned in one week following the conclusion of the unit discussion.

Procedure: Introduction and Chapter I:

I. Introduction:
    A. To the author, John Steinbeck:
        1. This is done by a mock television program of a panel of class members who interview "John Steinbeck", played by a class member.
        2. Show picture of John Steinbeck and tell students that he died in 1968, at the age of 66.

    B. To the novel:
        1. Background for the setting:
            a. Who can tell me, by having read the book, where The Pearl takes place?
            b. What clues to the setting are given in the book?
                (1.) The Gulf
                (2.) The village (La Paz)
                (3.) The mountains
            c. The setting is in a part of Mexico called Baja California. This area is just south of California and is also called Lower California.
            d. The village of La Paz is the village in The Pearl, and it is one

of Lower California's major cities. It has one of the best harbors in all of Lower California, and is located on the coast of the Gulf of California, which is the Gulf referred to in The Pearl. It is a proud thing to have been born in La Paz. In the past, it was a great pearl center. Now, the main occupations of the people are farming, cattle ranching, and fishing.

e. Who can guess what the name, La Paz means? ("peace"). How does this meaning relate to the story of The Pearl?
   What does Kino finally find in the book? (peace).

f. What size does Steinbeck depict the city of La Paz in his book? (as a small village)
   Actually, La Paz is the fourth largest city of Lower California.

g. The People:
   Speak Spanish, are Roman Catholics, love music and fiestas.
   The Mexican Indians there are pearl divers or fishermen.
   They adore their children, are friendly and hospitible.

h. The Land:
   Is much like the "wild West" of the United States 100 years ago--an undeveloped frontier region.
   It is a great sportsman's paradise with much hunting and deep-sea fishing.

2. Background to literary terms:
   In studying any novel, it is necessary for us to be familiar with certain literary terms. In studying The Pearl, these four are important:
   a. Plot
   b. Parable
   c. Theme
   d. Symbolism

3. Background to the story:
   In 1941, Steinbeck and a naturalist friend of his, Edward Rickets, went on an expedition of the Gulf of California. They explored the land and the people there. Later, they wrote a book about this expedition. The book is entitled The Sea of Cortez, because the Gulf of California was once called the Sea of Cortez. In this book, Steinbeck has written an account of the story he heard about La Paz. It was from this story that he got his idea for The Pearl. (Tell story, pp. 1-2-103 of The Sea of Cortez.

4. Background to the Chapter:
   a. How did you like this book? Why or why not?
   b. What did we say a parable is? (a short fictitious narrative of a possible event in life or nature from which a moral or spiritual truth is drawn).
   c. Do you think the story of The Pearl could be a parable illustrating a moral?
   d. Does Steinbeck consider it a parable?
      (Read the two paragraphs preceding Chapter I.)

II. Development

A. Characters:

1. Who are the main characters of The Pearl?
   (Kino and Juana)
2. What is Kino like at the beginning of the book?
   (family leader, happy, peaceful)
3. What is Juana like?
   (patient, cheerful, obedient, respectful, domestic)
4. What religion are Juana and Kino?
   (Roman Catholic)
5. Is there any other religious strain shown in their actions? (Yes)
   How? (As Juana says a Hail Mary, she also says an ancient magic to guard Coyotito against the evil scorpion. This shows strains of the ancient heathean religion that was before the missionaries came.)

B. Central Event of Chapter I:

In a good novel, each chapter contains a central incident which has both cause and effect and which ties the action together. The Pearl is a good example of this thematic structure.

1. What is the main happening in Chapter I?
   (Coyotito is bitten by a scorpion)
2. What effect does this have on the character of Juana?
   (She becomes the leader of the two)

p. 8 a. What does whe first do when Coyotito is bitten?
(sucks the wound of the poison)

p. 10 b. What decision does she make about what they must do?
(that they will go to the doctor)

c. Who leads the way and who follows?
(Juana leads, and Kino follows)

3. What effect does the main happening have on Kino?
   a. What does he first do when the baby is stung?
   (kill the scorpion)

p. 8 & 10 b. How useful is he then?
(Not at all. He was in the way, helpless. He becomes the follower rather than the leader at this point.)

p. 7 & 12 c. What is Kino like after this evil thing happens?
(He is filled with fury and rage, at the scorpion, and later at the doctor; he is no longer peaceful)

p. 9 4. Why is the scorpion sting so feared by Kino and Juana?
(Because it can be deadly to a small baby. The baby was their first-born, and is precious to them.

C. The Doctor:

1. Where do Kino and Juana take Coyotito after he has been bitten?
   (to the doctor)
   a. Where is the doctor?
   (in La Paz)

p. 9 & 10 b. What do the neighbors think about this?
(They are curious. They follow Kino and Juana. They believe that the doctor does not want to treat the poor people-that he treated only the rich)

p. 10 c. Who goes with Kino and Juana?
(Juan Tomas, Kino's brother; Apolonia, his wife; the neighbors and their children;
the beggars from in front of the church).

p. 11 & 12 d. What are the beggars in front of the church like?
(They know everything in town; they know the scandals and crimes of the people; they were "endless searchers after perfect knowledge")

e. What do the beggars think about Kino and Juana?
(They see that Kino and Juana are poor; they are curious about what the doctor will say to the peasants coming to him for treatment)

2. What is the doctor like?

p. 11 & 12 a. What do the church beggars think of him?
(That he was cruel, greedy, ignorant, fat, lazy)

p. 13 7 14 b. How is he described?
(stout, large hands, hoarse voice)

c. What is his main ambition?
(To return to France, where he had lived for a time)

p. 14 & 15 d. What is his reaction to the coming of Kino?
(He got angry; asked for money; refused to see Kino)

3. In what manner does Kino approach the doctor's house?

p. 12 & 13 (Inwardly, angry; outwardly, humble. He takes off his hat when he knocks and he speaks to the servant in the old language)

p. 15 a. What does he offer the doctor's servant for money?
(8 small pearls, almost valueless)

p. 16 4. How does Kino show his anger at the doctor?
(He strikes the gate with his fist)

a. How mature an act is this?
(It is the act of a young child who cannot have what he wants rather than a mature man. His wonder at the result of his act also shows childishness)

D. The Songs of The Pearl:

1. Throughout the entire book, how are Kino's thoughts and feelings expressed?
(By music in his head)

a. By words? Does he talk much? (No).

p. 2 b. How did Kino's ancestor's use songs?
(They were great makers of songs; everything they saw or thought or did became a song)

c. Does Kino actually sing his songs? (No)

d. Where does he hear these songs?
(In his mind)

e. What do the songs symbolize?
(Kino's feelings of joy, fear, sorrow, love for family)

f. Do you think Kino was the only one who did this?
Do you think all his people did?
Do you think Juana did?

g. Do you ever hear such songs in your mind?

2. What is the first song that Kino hears?
(The Song of the Family)

p. 4 a. What does The Song of the Family say about Kino's feelings for his family?
(that he feels his family is "safety, warmth, the Whole")

p. 3 & 4 b. What sounds were part of the Song of the Family?
(Juana grinding corn on a stone, the creak of the rope of Coyotito's hanging box, Juana singing.)

p. 6 3. What song intrudes upon the Song of the Family?
(The Song of Evil intrudes upon the harmony of the Song of the Family just as the scorpion intrudes upon the peace of Kino and his family.)

p. 7 4. What song next appears?
(The Song of the Enemy) Refer to poster
- a. What is the enemy?
  (the scorpion)
- b. Could there be a symbolic enemy? The doctor? or death? Perhaps the Song of Evil and the Song of the Enemy are foreshadowing what is to come.

III. Conclusion:

A. Discuss the following vocabulary words found in Chapter I, and write them with their meanings on the chalk board:
1. pulque
2. indigent
3. indigene
4. suppliant
5. depicted

B. Assignemnt for next day:
1. Study Chapters II and III, and be able to discuss.
2. List and define any new vocabulary words found in these chapters.

PROCEDURE FOR CHAPTER II AND III

I. Review:

You had discussed the central incident of Chapter I and the results that followed. We said that at the beginning of the book Kino was like a child, helpless and in the way.

II. Introduction:

A. The second chapter opens with the description of the beach. The white and blue canoes of the natives are drawn up. A special formula preserves them from decay. There is a blinding haze sights are unreal; (p. 18). The people of the gulf are used to this and the hot sun heating down.

III. Questions for discussions:

1. What is a pearl?
   (answer): A coated grain of sand farmed by accident (p. 21)

2. What are pearls worth to the world?
   (answer): Pearls must be worth a great deal to the world if they can make a king powerful and if men are willing to fight and kill to get them.

3. How do we know Kino's pearl is of great value?
   (answer): The pearl buyers reaction and because of the people trying to steal it.

4. What does the pearl mean to Kino?
   (answer): The pearl is worth dreams and hopes.
   a. He hoped for a rifle, church wedding, and education for his son.

5. What changes do you see in Kino?
   (answer): Things that were impossible now seem possible (p. 31), so he begins to dream.

6. What does Kino begin to fight when his dreams are threatened?
   (answer): Not only individual men who attack him, but the entire world as he has known it. He seems to have outgrown his "old world." He looks at the same old things differently. (p. 37) Old patterns are being changed.
7. How does the town stand in Kino's way?
   (answer): No one in La Paz seems to be an individual. Until Kino finds the pearl, he is just like everyone else, his life, house, etc.

8. How do we know that Kino's pearl will teach the Villagers some lesson?
   (answer); His pearl is something that happens to everyone and the

are so great they affect everyone. The Villagers wonder if they've been being cheated all along.

9. How are they all involved in Kino's struggle?
   (answer): a. None of them are treated as individuals
   b. The doctor does not come to see any of them.
   c. None of their children go to school.

IV. Summary of Chapter II

The central incident of Chapter I (the scorpion stinging Coyotito) was an accident. The central incident of Chapter II is also accidental. What was it? The finding of the pearl. What effect does this incident have? (It makes Kino everyone's enemy.)

V. Vocabulary:

estuary - wide mouth of a river
algae - water plants
mangroves - tropical trees
barnade - feathery appendages

I. Chapter III

Let's talk about the doctor again. He is portrayed as hateful and dishonest, vain and selfish.

1. Why does he come to see Kino after refusing to see him that very morning?
   (answer): He has heard about the pearl being found. That morning Kino had been poor.

2. How can he be sure the poison will attack within an hour? (p. 41)
   (answer): He cannot unless he has given the baby something.

3. Why does he say he knows nothing about the pearl?
   (answer): To avoid arousing Kino's suspicious. He is lying. (p.28)

4. Do you think Coyotito had recovered before he came (p.26) read last paragraph. Now on page 35, read last paragraph.
   (answer): The baby seems to be recovered. Kino even told the doctor, "The baby is nearly well now."

5. We said the Song of the Family was in Kino's mind, there as the scorpion stung Coyotito, the Song of the Enemy intruded. What Song was next to appear?
   (answer): The Song of the Pearl.
   As Kino was hunting for the pearl what song did he hear? (p.23)
   (answer): The Song of the Undersea

6. In what way is Kino an explorer?
   (answer): He explores the most difficult territory of all, himself.

7. How is he a missionary?
   (answer): His experiences teach others a lesson.

8. What does Kino's name mean?
(answer): (p. 35) (peace)

9. Why do you think Steinbeck changed the size of La Paz in The Pearl?
(answer): He could show us the growth of Kino and how his actions affected others if he came from a small community.

10. What does the paragraph on page 42 mean to you?

11. What is the central incident of Chapter III?
(answer); An attack upon Kino for possession of the pearl.
Are these attacks only physical?
(answer): They are also emotional. The doctor's treatment of Coyotito for example.

The Pearl in itself is good, but it becomes evil because of the way men use it. Then man himself emerges as good or evil because of the way men use other men.

12. Turn to page 10. What colors are mentioned?
(answer): These are symbolic. Purple is royalty or rank. The decendents of the Spanish were the appressors of Kino's people. Red could be the hatred of the town for the community or the blood that has been shed in subjugation of the Indians. White usually represents innocence and purity, can symbolize cowardice or the White Vestments of the clergy.
Another theme we want to follow is that of a masquerade. In the beginning, Steinbeck speaks of a city of stone and plaster. Plaster is like a camouflage. It is a mask worn by the town to conceal its parasitic reality. The doctor put on his mask after the pearl had been found. The priest reacts selfishly and emerges from behind the protective wall to raid the sudden new wealth of the community. The Pearl buyer would win the prize however for the best masquerade. He jokes, shakes hands, and calls out greetings.

II. Vocabulary:
essence - permanent contrasted with the accidental element of being
lucent - glowing with light

Procedure: Chapters IV and V

I. Review of Chapter III:
A. What did we find was the central incident in Chapter III?
(answer): (The attack upon Kino)
B. At the end of Chapter III, what frame of mind were Kino and Juana in?
(answer): (They were hopeful)
C. What were they hoping for?
(answer): (A better life, education for Coyotito, wealth)

II. Development:
A. The town:
1. As Chapter IV opens, what is going on in La Paz?
(The news that Kino was going to sell his pearl that day was going through town.)
p. 53 2. How is the town described in the opening paragraph? ____________, will you read this description.
3. Is this a typical type small town? How?
(News travels quickly and to everyone in the town.)
p. 54 4. To whom does this news travel?
(The neighbors, the grocery-store owners, the nuns, beggars, the little boys, and to the pearl buyers.)
B. The pearl buyers:
p. 54 1. How do the pearl buyers keep from paying high prices for the pearls they buy?
(They are not in competition; they all work for the main buyer; they each know what the other will offer and how he will do it.)
p. 55 2. What determined the best pearl buyers?
(The ability to buy the pearls at the lowest prices)
p.61 3. Describe the first pearl buyer.
(A jolly man, stout, fatherly face, friendly.)
p. 62 4. What hand trick does he constantly perform?
(He rolls a coin back and forth over his knuckles, making it appear and disappear.)
p. 62 5. How hard is this trick for him?
(Not at all hard; he does it mechanically, without thinking.)
p. 62 6. Where does he hold his hand that performs this trick?
(Behind his desk, in secret.)
p. 63 7. What happens with his trick when he sees Kino's pearl?
(He misses, and the coin falls into his lap.)
8. What do you think this hand trick might symbolize?
(The craftiness and skill of the buyers; the lurking evil and dishonesty found in the pearl buyers.)
a. He keeps his hand hidden behind the desk. What other secret do the pearl buyers keep hidden from the people?
(The fact that they all work for the same person.)
b. With what kind of people do we usually associate hand tricks?
(Card players, magicians, people who deceive the eye.)
c. Could this then symbolize the deception of the pearl buyers?
9. Do you think the pearl buyers are really dishonest?
(Possibly not; they may just be doing their jobs.)
p. 64 10. What does the first pearl buyer say about Kino's pearl?
(That it is worthless; it is fool's gold; it is only a curiosity.)

p. 66 11. How do we know that he is lying?
(Because his hand misses with the coin, and because he cannot keep his eyes from it.)

p. 64 12. How much does the pearl dealer offer Kino for his pearl?
(1000 pesos. At the time The Pearl was written, 1000 pesos equaled about $80.)

p.65 13. How much does Kino think the pearl is worth?
(50,000 pesos--equal to about $4,000.)

p. 65 14. What does Kino accuse the pearl buyer of?
(Of cheating him.)

15. What is Kino's reaction to the low appraisals of his pearl?
(He refuses to sell it; he says he will take it to the capital to sell.)

C. Central Incident:
What, then, is the central incident of Chapter IV?
(Kino refuses to sell the pearl to the buyers; he defies the economic system of the only world he has ever known.

D. Kino's Change:

p. 69 1. How does this incident affect Kino's world?
(He has lost his old peaceful world and has not gained another in its place yet; he must move on to a new one. He is afraid of the strangeness.)

2. Why has he lost his old world?
(Because he has defied it by refusing to sell his pearl there; he is seeking better things than this world has to offer him.)

3. What does the priest's yearly sermon indicate that Kino would be
p. 59 & 60 defying if he takes his pearl to the capital?
(He would be defying God and God's plan for the Universe.)

4. In this plan, what are people like Kino supposed to do?
(Stay in their stations in the village and do their jobs.)

p. 70 5. What does Juan Tomas say Kino is defying?
(The whole structure of things, the whole way of life.)

6. What happens to Kino that night?
(He fights with an intruder outside his house.)

7. How does Steinbeck depict this intruder?
p. 72 & 73 (As evil, lurking outside.)

8. On page 74, what is "this thing" that Kino says he will fight and win over?
(The forces that are trying to deprive him of his pearl.)

9. What force does "this thing" symbolize?
(Evil.)

10. 1,000 pesos was a lot of money to a poor man like Kino. Do you think he would have been better off to accept this amount for the pearl?
   a. Do you think he was greedy in wanting to get more for his pearl?
   b. Or was he justified in wanting a fair price for it?

III. Development of Chapter V:

A. The effect the pearl has had on Kino's life:

p. 76 1. In the first part of Chapter V, what happens between Kino and Juana because of the pearl?
(They fight; Kino beats her.)

2. Why does Kino beat her?
   (Because she tries to throw the pearl back into the sea.)
3. Why does she want to throw the pearl back?
   (Because she feels the pearl is evil, and she wants to bring back the old peace, of the time before the pearl.)
4. What does Kino do to another man because of the pearl?
   (He kills him.)
5. What happens to his house and canoe?

B. Central Incident:
   1. What is the most important thing that happens in Chapter V?
      (Kino kills a man.)
   2. How does this incident affect Kino's life?
      (His life will never again be the same as before; he will not know peace again.)
   3. What does Kino have to do then?
      (He has to flee.)

C. Symbolism in the Chapter:
   1. Juana sees Kino as driving his strength against a mountain and against the sea. What do the mountain and the sea symbolize here?
      (The ever-present, permanent forces of society, of evil, forces that cannot be moved as the mountain and the sea cannot be moved.)
   2. How are Kino's assailants described?
      (As the dark ones.)
   3. What things does the term "dark" bring to mind?
      (Danger, evil, ignorance.)
   4. What does Kino mean when he says, "This pearl has become my soul... If I give it up, I shall lose my soul"?
      (That he has sacrificed much for this pearl and that this has made the pearl an essential part of him.)

IV. Conclusion:

A. Discuss the following vocabulary words found in the chapters:
   1. countenanced
   2. freshet-washed
   3. legerdemain
   4. coagulate
   5. assailants

B. Assignment for the next day:
   Study the final chapter of the book and be prepared to discuss fully.

CHAPTER VI

1. Why is the Song of Evil interwoven with the Song of the Pearl? (p. 94)
   Kino sees all the bad things that have happened to them since he found the pearl.

2. What is the pearl worth to Kino when he flees with it?
   It has become so important to Kino until it is a part of him, his soul or self.

3. Why does Kino return to La Paz when he is free of the persurers?
   To demonstrate all he has learned.
   He has a rifle, knowledge of himself, and the world he lives in. He knows that in a way he is responsible for the death of his son; they carry the body and he realizes he chose the pearl over the life of his son. They notice nothing or no one. Kino has learned about fear, not only starvation but dreams, other men's as well as his own. He has come back to start over. He realized he no longer needs the pearl to give meaning to his life. He is now an individual.

4. Why does Juana refuse to throw the pearl away?
   She shows that Kino is the one to make the decision.

5. What does an animal do to things it prizes?
   Buries them, so now Kino is no longer an animal. When he fled, he was one.

6. Why was Kino's pearl called the pearl of the world.
   It is large and beautiful. Steinbeck wants us to see that this story is about more than one little fisherman.
   Kino's represents all men everywhere!

7. What are some of the things Kino can teach us?
   We face things in life, some are accidental. It depends on you. Our examples and actions influence others. We can only teach others what we have experienced. We judge others sometime without really understanding what they've gone through. Think of a man who desires to have money-for his family. He works constantly and in the process ignores family and much unhappiness results. His trying so hard was pointless.

8. Was Knio greedy?
   Steinbeck does not disapprove of man's dreams. (p. 32)
   No one would call Kino greedy if he had been offered a lot of money and accepted it.

9. Do you think Kino is defeated by his return to La Paz? In what way is he victorious?
His manner indicate he is now a different person.

10. What is the pearl worth to Kino when he throws it away?
Dreams? (He killed the object of his dreams) Perhaps he still has dreams for his family, but decided the pearl will not bring them to life.

11. Have any of Kino's dreams come true?
He has a rifle, a new relationship with his wife, for now they walk side by side.

12. His entrance into town demonstrate what?
It is in a way majestic, he has accepted tragedy of life and is victorious over it. The knowledge is worth the pain or his act would not be public.

13. How much of what he has learned will help the Villagers?
No one really knows what happened to them outside of La Paz.
They cannot understand what they have been through.

Now we have discussed different themes in The Pearl. We have talked about the personalities of the characters. I want you to be able to think! Just because you don't agree with everyone else does not mean you are wrong. You are going to have a chance to express yourselves. Write a paragraph on on one of the three topics listed on the board. It need be only one half page. You have about 15 minutes.

Vocabulary for Chapter VI
exhilaration - cheerful feeling
cicada - insects

UNIT TEST ON THE PEARL

I. Short Answer: Answer the following questions in one or two brief sentences. (4 points each)

1. What is a parable?

2. Describe the doctor.

3. What does the Song of the Family mean to Kino?

4. What things does Kino want to buy with the money he could get from the pearl?

5. How are Kino's assailants described and what symbolic meaning does this description have?

II. Arrangement of events in the numbered blanks. **Put the** letters of the events in the order in which they occurred in the The Pearl. For example, put the letter of the event that happened first in the blank numbered 1, etc. (2 points each)

1. ____________
2. ____________
3. ____________
4. ____________
5. ____________
6. ____________
7. ____________

a. Kino kills a man.
b. The doctor refuses to see Kino.
c. Kino beats Juana.
d. Coyotito is killed.
e. Kino's house is burned.
f. Coyotito is stung by a scorpion.
g. Kino discovers the pearl.

III. Fill in the blanks: (2 points each)

1. Juan Tomas in Kino's ____________________.

2. Before the pearl was found, Kino's most valued material possession was his ____________________.

3. Kino's occupation is ____________________.

4. Kino hears the songs in his ______________________________.

5. The name "La Paz" means ______________________________.

6. La Paz is located in ____.

7. The gulf mentioned in The Pearl is the ______________________________.

IV. Matching: Write the letter of the matching definition in the blank by the word it defines. (2 points each)

______1. legerdemain	a. a wise mouth of the river
______2. Pulque	b. a native
______3. indigence	c. glowing with light
______4. original inhabitant	d. a trick of the hand
______5. estuary	e. deceived or beguiled
______6. lucent	f. poor, needy
______7. cozened	g. a drink made from the juice of a plant.

V. True or false: If the entire statement is true, write a capital T in the blank. If the statement is false, write a capital F in the blank. (2 points each)

______1. La Paz is a large city and it is depicted as such by Steinbeck in The Pearl.

______2. Steinbeck got his college degree from Standford University.

______3. Kino does not sell his pearl.

______4. After they find the pearl, Kino and Juana are married in the church.

______5. The doctor's only aim is to go back to France.

______6. Kino decides that he and Juana will take Coyotito to the doctor for treatment of the scorpion sting.

______7. Juana throws the pearl back into the sea.

VI. Multiple Choice: Circle the letter or letters of the correct answer. Read all answers before answering.

1. The religion of Kino and Juana is:
   - a. Roman Catholicism
   - b. the ancient religion their ancestors had

    c. a and b
    d. None of the above

2. Coyotito is killed by:
    a. a scorpion sting
    b. being shot
    c. drowning
    d. burning

3. For his pearl, Kino is offered:
    a. 1,000 pesos
    b. 4,000 pesos
    c. $80
    d. none of the above

4. When Kino and Juana return to La Paz, they:
    a. creep in at night
    b. walk in ashamedly
    c. begin to tell what has happened to them
    d. walk in majestically, speaking to no one.

5. After Kino kills a man, he:
    a. hit the doctor
    b. hit the doctor's servant.
    c. cursing out loud
    d. none of the above

6. Steinbeck got his idea for _The Pearl_ from:
    a. his own imagination
    b. a tale that is told in La Paz
    c. his friend, Ed Ricketts
    d. b and c

VII. Essay Question: Discuss fully, in well-developed sentences, _one_ of the following: (10 points)

1. What are some of the things Kino can teach us?

2. The Songs in _The Pearl_.

3. The things Kino defies by refusing to sell his pearl in La Paz.

MATERIALS NEEDED

2-1-1	Dukane tape machine Filmstrips: "Understanding Your Relationship With Others," Parts I and II. Tape to accompany
2-1-2	Handout
2-1-3	Handout
2-1-4	Tape recorder Tape Activity sheets 2-1-4-A taped 2-1-4-B taped
2-1-5	Tape player Tape 2-1-4-B
2-1-7	Materials for making a class mural
2-1-8	Dictionaries A favorite, modern teen-age recording Record player
2-1-9	Well-chosen paragraph for reading activity.
2-1-10	Filmstrips and tapes: "How to Listen More Effectively" Dukane Machine for tapes and filmstrips.
2-1-11	Handout
2-1-12	What Is Your Listener Profile? 2-1-11-A What Is Your Speaker Profile? 2-1-11-B
2-2-1	Invite a guest speaker to talk on the topic, "Telephone Communications: Business and Pleasure"
2-2-2	Thank-you note
2-2-4	Role play skits Cut corresponding numbers
2-2-5	A list of topics for extemporaneous speeches Recorder and tapes

2-2-12

2-2-6	Overhead projector	
	Filmstrip projector	
	Filmstrips: "Introduction to Public Speaking"	
	Transparencies: Communication from 3M Company kit	
2-2-7	Poster materials	
2-2-8	Poster materials	
2-2-9	Handout	
2-2-10	Library facilities	
2-2-11	Research unit	
	Note cards	
2-2-12	16 mm	
	Films: "Speech: Planning Your Talk"	11 minutes
	"Speech: Functioning of Gestures - Your America"	11 minutes
	"Speech: Stage Fright"	11 minutes
	"Speech: Platform Posture"	11 minutes
	"Speech: Stage Fright"	11 minutes
2-3-0	Evaluation sheets	
2-4-1	Novels for students	
	16 mm projector	
	Film "The Novel: What It Is, What It's About, and What It does"	
	Dukane record and filmstrip projector	
	Kit: Teaching the Novel	

BIBLIOGRAPHY

Barker, Dominick A. The Art of Listening. Springfield, Illinois: Charles C. Thomas, 1958.

Brown, Sylvia and others. Industrial Communication. Natchitoches, Louisiana: Natchitoches Central High School, 1972.

Borden, Richard C. Public Speaking as Listeners Like It!. New York: Harper and Brothers, 1935.

Hamon, Esther and Murray Bromberg. Our American Language. New York: Globe Book Company, 1968.

Lee, Charlotte. Oral Interpretation. New York: Houghton Mifflin Company, 1965.

Lee, Miriam. Jobs in Your Future. New York: Scholastic Book Services, 1957.

ARTICLES

Amanda, M. "The Tape Recorder in the English Classroom," English Journal, L (February, 1966), 201-202.

Chase, S. "Are You Listening?" Readers' Digest, LXXXI (December, 1962), 80-82.

Natchitoches Parish Schools

UNIT REVIEW SHEET

Course________________________ Teacher________________________

Unit Title________________________ Date________________________

Beginning Date________________________ End Date________________________

I. Time Spent on Unit

Objectives	Estimated Time	Actual Time	Date Completed	Comments

II. Objectives Covered

A. Covered all objectives: Yes _____ No _____

B. Objectives *not* covered:

Objective Number	Reasons

III. Appropriateness of Objectives, Activities, Materials, and Evaluation.

A. All objectives were appropriate: Yes _____ No _____

B. Objectives not appropriate:

Objective Number	Reasons
______________	____
______________	____
______________	____
______________	____
______________	____
______________	____

IV. Suggestions for Improving the Unit

____

____

____

____

____

____

OVERVIEW: PARAGRAPHING

Writing is one of the four basic concepts in communication. It is important that high school students learn to write, for theirs is a world of questions and confusion, and the young people need to be heard and recognized. Writing, like any form of expression, reflects the individual. It is through writing that communication is put into concrete terms; therefore, what one writes must be clear, grammatically feasible, well-punctuated, organized, structured, and intelligently worded. The way a person organizes sentences and uses words determines his ability to communicate.

In oral communication one knows whether his ideas are understood by his listeners, and he has the opportunity of restating them or further explaining them if necessary. The circumstance changes in written communication, however, because the writer cannot follow his work around to restate ideas and to correct misunderstandings, he must make himself unmistakably clear before he releases his final copy.

This unit deals with the major aspects of paragraph writing: sentence structure, parts of speech, capitalization, punctuation, vocabulary, and unity and coherence in paragraphs. It is not called a grammar unit because its basic goal is not just knowledge of grammar. Grammar is the chest of tools that enables one to build effective sentences and repair faulty ones. Too many students reject English because grammar study is overemphasized.

Students whose major interest is house care need to be guided to use grammar as the valuable tool that it is in order to write strong, clear sentences and paragraphs. In this unit there are practical exercises designed to motivate students ranging in ability levels from the very low to the very high.

The purpose of this unit is to teach the students to think and to organize their thoughts into logical sentences and paragraphs. If they can do this, they can communicate through writing.

UNIT III
PARAGRAPHING

3-0-0 At chosen intervals of the paragraphs unit, the house care students will demonstrate their knowledge of writing paragraphs (including correct mechanics) by at least 60% accuracy score on paragraphs assigned by the teacher.

3-1-0 During several class periods, the teacher will explain sentence structure by using teaching aids and evaluation handouts as evidenced by the projects monitorial system.

3-1-1 Use a teacher made transparency to explain the necessary elements of a sentence.

A. A sentence must have a subject and predicate and make a complete thought. (You may be understood as a subject.)

B. Give examples of sentences.
1. I love my sterling flatware.
2. Wax cannot prevent damage caused by allowing liquids to stand on the finish indefinitely.
3. Diapers will often benefit from a soaking before washing.
4. Demonstrate how to remove a peach stain.
5. That a hot iron is too hot for nylon fabric.

3-1-2 Use a grease pencil and have students to underline the verbs and subjects in the above sentences. Discuss.

3-1-3 Teach fragments, run-ons, and sentences by using handouts 3-1-3-A, 3-1-3-B, and 3-1-3-C as needed.

3-1-4 Put the following terms on the chalk board; have the students to define each and write correct sentences using each.

a la mode
au gratin
bisque
canape
entree
souffle

puree
roux
mocha
marinate
garnish
glaze

3-1-5 Place students in small groups to evaluate work. If there is any discrepancy, discuss the work in question.

3-1-6 Introduce sentence structure by using film, "Sentences: Simple, Compound, and Complex."

3-1-7 Give written examples on a transparency and discuss sentences according to structure.

- A. Simple
- B. Compound
- C. Complex
- D. Compound-Complex

3-1-8 Use handouts for students to work; discuss.

3-1-9 Present a poster explaining the sentences according to use.

- A. Declarative
- B. Imperative
- C. Exclamatory
- D. Interrogative

3-1-10 By using the poster and lecturing, have the students label sentences from 3-1-8 according to use. Use second blank under each sentence.

3-1-11 Discuss sentences according to structure and use.

3-1-12 Teach students prepositional phrases by first passing out handouts of common prepositions.

3-1-13 Discuss the list and ask students to add nouns related to house care to make phrases. (Handout 3-1-11)

3-1-14 Discuss the difference between adjectives phrases and adverb phrases, using filmstrip for visual aid.

3-1-15 Use handouts for seat work.

3-1-16 Oral discussion of handout 3-1-14

3-2-0 During this class period, the teacher will conduct a written evaluation to determine the students' progress.

3-3-0 During several class periods, the teacher will conduct a segment in the paragraph unit concerning the development of the paragraph as documented by monitoring certain written activities.

3-3-1 By using the bulletin board as a teaching aid, explain the elements in a good paragraph.

- A. Topic sentence
- B. Unity
- C. Tone
- D. Coherence
- E. Transitions

3-3-2 Show film: "Writing a Good Paragraph" (15 minutes-black and white)

3-3-3 Discuss the film by asking questions related to the bulletin board.

3-3-4 Use handouts to help students recognize main topics and details.

3-3-5 Use visual aids to reinforce teaching, discussions to follow.

3-3-6 Begin the discussion of different types of paragraph with the definitive paragraph. Use handouts 3-3-6-A to teach transitions, and use 3-3-6-B for definitive paragraphs.

3-3-7 Develop one of the following ideas by the use of definition:

A. A good chef is one who......
B. A good homemaker is one who......
C. A good landscape person is......

3-3-8 Use handouts to evaluate paragraphs.

3-3-9 Correct all mistakes in paragraph and put them on the bulletin board for the students to read.

3-3-10 Use filmstrips: "Steps in a Paragraph"

A. Steps 4-5 #129-2
B. Steps 8-9 #129-4

3-3-11 Discuss filmstrips and relate the materials to the paragraphs on the bulletin board.

3-3-12 Select several paragraphs that describe; read two to the class. Write on the chalk board the definition selected by the class for a descriptive paragraph. After having done this, define it for the class if they did not do it correctly.

3-3-13 Use handout as a teaching aid.

3-3-14 Choose any subject related to house care; write a descriptive paragraph to be evaluated by the class.

3-3-15 Use handout 3-3-8 as a guide and do a class evaluation. Return papers to owners for corrections.

3-3-16 Take down definitive paragraphs from the bulletin board; make a new display of descriptive paragraphs.

3-3-17 Use film, "Comprehension Skills" to reinforce comprehension in paragraph reasoning, discussion to follow.

3-3-18 Develop a paragraph through comparison or contrast; use handouts of 3-3-8-A and 3-3-8-B.

3-3-19 Students read several pamphlets on kitchen appliances; do a comparison or contrast paragraph from readings.

3-3-20 Hand in for teacher evaluation.

3-3-21 Cut from several periodicals some cause and effect paragraphs. Pass these examples out among the students and lead a discussion of the following:

A. Discuss the topic sentence as it answers the question, "why?"
B. Discussion of theme
C. Is there unity?
D. What are the "convincing" reasons in each paragraph?

3-3-22 Have the students read some cause and effect paragraphs from house care pamphlets; discuss several.

3-4-0 Concluding the paragraph lessons, the teacher will assign various types of paragraphs for the students to write; the project teacher will evaluate each, using handout 3-3-8 as a guide.

3-5-0 Throughout the lessons, the teacher will use supplementary materials to emphasize the importance of building good capitalization and punctuation habits as evidenced by the project monitorial system.

3-5-1 Use capital letters accurately.

A. Explain the importance of capitalization.
   1. Capitalization is a writing signal; it points out certain words that should be significant.
   2. A message might be improperly conveyed by incorrect capitalization.
   3. The basic reason for learning the principles of capitalization is clarity in communication.

B. Review the rule of capitalization and end punctuation. Use Use handout 3-5-1-A as a guide and 3-5-1-B as an evaluation.

3-5-2 Discuss the proper use of commas by using handouts.

3-5-3 Reinforce lesson by using filmstrip: "The Comma: Other Uses"

3-5-4 Have students write examples to illustrate their knowledge of commas.

3-5-5 Discuss students' work, using handouts 3-5-2 as an evaluation guide.

3-5-6 Discuss rules for apostrophes, colons, and semicolons. Use handouts.

3-5-7 Work our needed lessons for teaching, using transparencies on the overhead as the method of presentation.

3-5-8 Use filmstrip to reinforce.

3-5-9 Have the students search for different examples of apostrophes, colons, and semicolons being used in published articles, having them explain how the rule applies in each case.

3-5-10 Have the students create a game for review. Some suggestions are:

- Concentration
- Baseball
- Bingo

3-6-0 At the end of the lessons on capitalization and punctuation, the teacher will administer, collect, score, and compile test results for each student as evidenced by the project monitorial system.

3-1-3-A Number

FACTS ABOUT FRAGMENTS

Definition: A fragment is a group of words lacking a subject or predicate, or both. There is no complete thought as it is only a fragment (part) of a sentence.

Some examples of fragments are:

A. Part of a compound predicate:
Example: The garden prepared the soil. And then planted the seed.

B. Appositive:
Example: I did the laundry for Sue. My sick neighbor.

C. Prepositional phrase:
Example: With the money in the bank, I can now begin to purchase my china.

D. Verbal phrase:
Example: Ella cut her hand. Trying to carve the turkey.

Correcting sentence fragments:
There are two ways to correct a sentence fragments.

A. Add the fragment to the sentence that either preceded or follows.
Example: Ella cut her hand, trying to carve the turkey.

B. Add other words to the fragment to make a complete thought.
Example: The gardener prepared the soil, and then he planted the seed.

NOTE: In conversation skilled writers deliberately use fragments. The reader knows that certain words are understood.

Example: "Are enzymes biodegradable?" "Yes, shall I tell you why?" "Ye-yes-but /tell me/ some other time." "No, /I'll tell you/ now.

FACTS ABOUT RUN-ON SENTENCES

Definition: A run-on sentence is one in which two or more complete thoughts are written incorrectly as one sentence.

Types of run-ons:

A. Those that are run together with no separating punctuation:
Example: Mahogany is a costly wood pine is cheaper.

B. Those that are run together with a comma or commas between the parts.
Example: The candy must be cooked slowly, it should boil for fifteen minutes.

C. Those that run together by the repetition of the words "and" or "and so."
Example: Jim helped his wife polish the silver and the table setting looked lovely that evening.

Correcting run-ons

There are three ways to correct run-ons.

A. The idea may be made into two separate sentences.
Example: Mahogany is costly. Pine is cheaper.

B. The ideas may be combined into a good compound sentnence.
Example: Jim helped his wife polish the silver, and the table setting looked lovely that evening.

C. One or more of the ideas can be turned into phrases or dependent clauses.
Example: After boiling the candy for fifteen minutes, it must then cook slowly. (dependent cluase)

Example: Having boiled the candy for fifteen minutes, it must then cook slowly. (phrases)

FRAGMENTS, RUN-ONS, AND SENTENCES

Directions: A. Below is a list that includes fragments, run-ons, and sentences. You are to place an F by fragments, R by run-ons, and an S by sentences.

B. After identifying the list, correct all fragments and run-ons so that they will be correct sentences. Use handouts 3-1-3-A and 3-1-3-B as a guide.

(A)

________ 1. The electric skillet is a minor appliance, the dishwasher is a major one.

________ 2. I used my Bissell. My new sweeper.

________ 3. One should store linens in a fashion designed for rotation use.

________ 4. An adequate medicine cabinet is a must, and an attractive shelf for cosmetics is desirable for a well arranged bathroom.

________ 5. The hall closet is a good place to store games, card tables, and luggage. Which is not used often.

________ 6. Using the vacuum first. Begin with the living room as it helps you face the other area to be vacuumed more easily.

________ 7. By removing furniture out from the wall. Be sure to clean the moldings, picture frames, window sills and frames, baseboards, Venetian blinds, draperies, lamps.

________ 8. Each day give traffic areas a quick pick-up. And remove spots promptly.

________ 9. Keep disinfectants and deodorizers in a safe place.

________ 10. The Micro wave is convenient, it cooks food so quickly.

(B)
Corrections:

SENTENCE STRUCTURE

Determine which sentences are simple, compound, complex, or compound complex by underlining the independent clauses once and the dependent clauses twice.

On the first blank beneath each sentence, state the kind of sentence it is according to structure. (The second line will be used in a later lesson.)

1. There are many kinds of jobs related to house care.

______________________________ ______________________________

2. Don't you think the Holiday Inn would be a nice place to work?

______________________________ ______________________________

3. When we studied fire prevention, we learned what we should do in case of a fire.

______________________________ ______________________________

4. Procter and Gamble hired Sue after she completed her home care course.

______________________________ ______________________________

5. Please, bring me your recipe for stew.

______________________________ ______________________________

6. What do we wash in hot water, Mother?

______________________________ ______________________________

7. Call the fire department at once!

______________________________ ______________________________

8. Woolens are beautiful, but cottons are less expensive.

______________________________ ______________________________

9. Starch that table cloth.

______________________________ ______________________________

10. I bought a new knife, but I lost it because I was careless with my packages.

______________________________ ______________________________

11. In selecting a new sewing machine, I must consider many points.

______________________________ ______________________________

12. Do you have any foreign recipes that you got while in Europe?

______________________________ ______________________________

13. I read an article, "Making Cleaning Fun," and I followed the advice; it worked beautifully.

______________________________ ______________________________

14. The soufflé must be served hot, or it will fall.

______________________________ ______________________________

15. For desset I shall serve a parfait.

______________________________ ______________________________

16. Modular housing and mobile living are here to stay.

______________________________ ______________________________

17. Answer the phone, please.

______________________________ ______________________________

18. Pets, as well as children, need special love and care if they are to survive and do well.

______________________________ ______________________________

19. When I prepared the au gratin potatoes, I used American cheese.

______________________________ ______________________________

20. Did you buy beef or chicken bouillon cubes?

______________________________ ______________________________

COMMON PREPOSITIONS

A. Below is a list of preposition; learn them.

about
above
across
after
against
along
among
around
at
before
behind
below
beneath
beside
besides
between
beyond
but (except)
by
concerning
down
during
except
for
from
in
into
like
near
of
off
on
out
outside
over
past
round
since
through
till
to
toward
under
underneath
until
up
upon
with
within
without

B. By using nouns related to house care, make prepositional phrases from the above list.

ADJECTIVE AND ADVERB PHRASES

Be familiar with two or more word prepositions:

because of
in spite of
instead of
on account of
apart from
according to
by means of
in place of
out of as to

In the following sentences, circle the prepositions and underline the whole prepositional phrse. Be prepared to tell whether that phrase is used adverbially or adjectively.

1. The grain of maple is normally straight.
2. Rock maple of the northern United States is a beautiful wood.
3. Arrange every group of furniture for a purpose.
4. Create a feeling of oneness for the entire room.
5. Mrs. Jenkins balanced the pieces of furniture in a group at the first spot seen as you enter the family room.
6. Arm steaks are located on the arm side of the chuck and have a higher proportion of lean meat than blade steaks.
7. All of the class went on a field trip but me.
8. I prepared waffels for breakfast, and I cooked the sausage in my new electric skillet.
9. The rising cost of living is out of sight!
10. We moved to a new city where my father became the chef in a famous restaurant.

SENTENCE EVALUATION

I. Directions: Write two examples of each of the following sentences according to structure. Then tell how each is used.

Structure

A. (Simple) 1.____________________

2.____________________

B. (Compound) 3.____________________

4.____________________

C. (Complex) 5.____________________

6.____________________

D. (Compound-Complex) 7.____________________

8.____________________

Use

1.____________________

2.____________________

3.____________________

4.____________________

5.____________________

6.____________________

7.____________________

8.____________________

II. Define:

A. preposition-

B. prepositional phrases-

III. Write two sentences illustrating your knowledge of prepositional phrases being used adjectively and two being used adverbially.

A. Adjectively

1.

2.

B. Adverbially

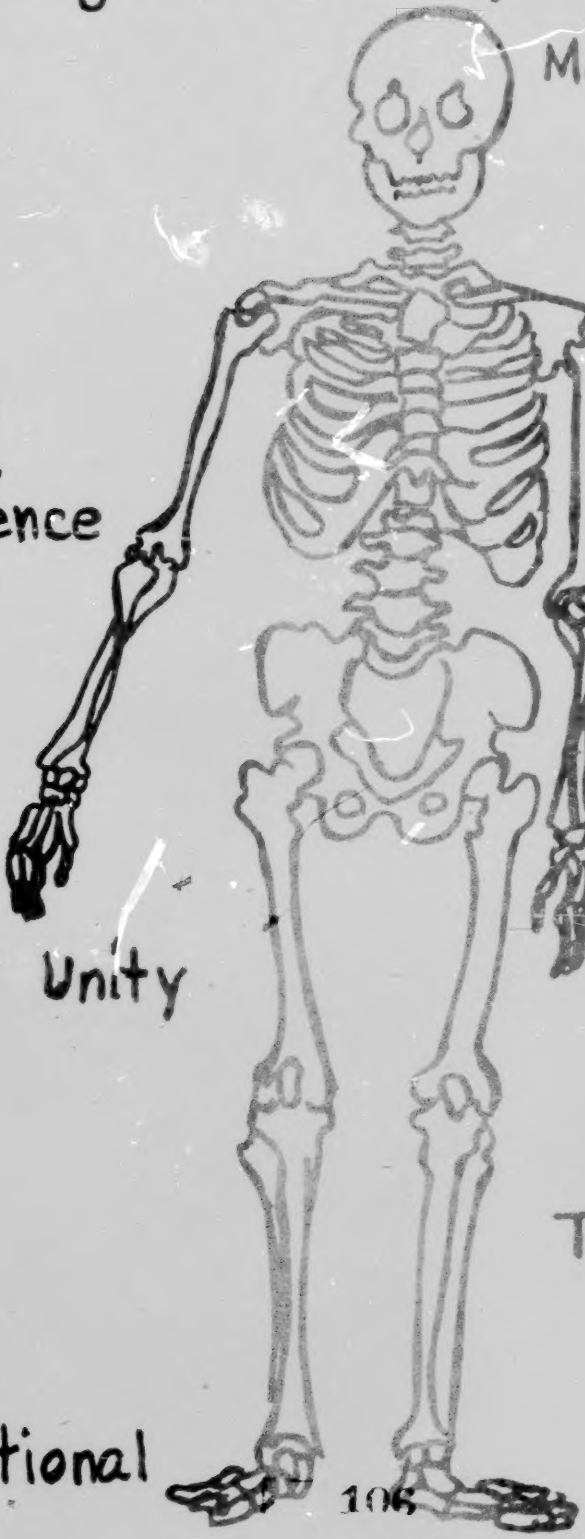
1.

2.

Check your papers for errors!

3-3-1

A good paragraph like skeletons needs good bones, such as:


Main Idea
Topic Sentence
Coherence
Unity
Tone
Transitional
Words

READING FOR MAIN IDEAS
Recognizing Main Topics and Details

I. One basic reading skill that should become automatic is the ability to recognize main ideas. Fortunately, it is a skill that can be practiced repeatedly.

You know that every good paragraph has one main idea, or topic, and that every sentence in the paragraph says something about that topic.

1. Thinking of the Main Topic

As you read each numbered list of items below, think "What one term includes all these items?"

Write your answer on the line after each list. (You may want to use more than one word in some cases.)

1. Herald, Times, Journal, Chronicle: ______________________________
2. Blackboard, desks, books, chairs, maps, bulletin board: ______________________________
3. Football, hockey, tennis, golf, basketball, baseball: ______________________________
4. Encyclopedia, dictionary, World Almanac, Who's Who, Reader's Guide: ______________________________
5. Jacket, cape, overcoat, trousers, skirt, blouse: ______________________________
6. Overshoes, moccasins, slippers, pumps, rubbers, oxfords, loafers: ______________________________
7. Rolls, muffins, doughnuts, beetles, bees: ______________________________
8. Ants, crickets, dragonflies, beetles, bees: ______________________________

II. Using an outline form

When you determine the main topic, as you have been doing, you are taking the first step in making an outline. The two lists below have been set up in outline form, but with a blank for each main topic. Beside each Roman numeral write the main topic, beginning it with a capital. You may use more than one word.

I ______________________________

A. Gymnasium
B. Auditorium
C. Library
D. Cafeteria

I ______________________________

A. Opera
B. Television
C. Motion pictures
D. Stage plays

III. Reorganizing Main Topics

You have had practice in Exercises I and II in thinking of a main topic to cover the details in a given list. Now it should be easy for you to select the main topic when it is included in the list. Find the main topic in each of the four lists of words below and draw a circle around it.

9. Tractors
   Jeeps
   Trucks
   Vehicles
   Automobiles
   Buses

10. Tax collector
    Mayor
    City officials
    Auditor
    Council members
    Water commissioner

11. Quiz shows
    Television programs
    Newscasts
    Spectaculars
    Comedy hours
    Dramas

12. Analyzing words
    Recognizing main ideas
    Adjusting speed
    Using context clues
    Reading skills
    Following author's plan

IV. Discarding details that do not belong

The blank lines to the right of the lists below represent parts of outlines. In each list find one main idea and write it beside the letter A as if it were a subtopic in an outline. Then list the remaining items which belong under this subtopic. If you find details that do not belong, discard them, leaving one or more lines blank. (Capitalize the first word of each subtopic and detail.)

Bungalows
Igloos
Tepees
Dwellings
Capitols
Tenements

A. ______________________________
1. ______________________________
2. ______________________________
3. ______________________________
4. ______________________________
5. ______________________________

3-3-4 (Cont.)

Cottages 6. ______________________________

Making model planes A. ______________________________

Using leisure time 1. ______________________________

Watching television 2. ______________________________

Collecting stamps 3. ______________________________

Attending a concert 4. ______________________________

Attending school 5. ______________________________

Reading a novel 6. ______________________________

Muffler A. ______________________________

Fuel pump 1. ______________________________

Horn 2. ______________________________

Electric clock 3. ______________________________

Speedometer 4. ______________________________

Clutch 5. ______________________________

Functional parts 6. ______________________________

3-3-6-A

TRANSITIONS

Definitions

1. Main ideas - The idea (subject) of the paragraph is called the main idea.

2. Topic sentence - The topic sentence states, in general terms, the main thought of the paragraph, the central idea that the writer especially wants the reader to get.

3. Coherence - Coherence is the term applied to give a specific order to paragraphs. Coherence may be: space order, comparison, interest, or difficulty.

4. Unity - Unity is having all sentences in the paragraph related to the main idea.

5. Tone - Tone is the manner in which one writes or speaks. In speaking or writing, one may develop a gay, sad, or somber tone.

6. Transitional Words - Transitional words (links) are those words that a writer uses to hold sentences and/or paragraphs together.

   A. Correct usage of direct links makes it possible for the reader to follow smoothly without being jolted by a sudden break or gap in thought.

   In narrative paragraphs, it is important to show the reader the time relationship between sentences.

   First...
   Then...
   At last...
   The next week...
   Soon afterward...

   A minute later...
   In the meantime...
   On the following day...
   Before answering him...
   As soon as I saw them...

   In descriptive paragraphs, direct linking expressions are especially important; in order to get a clear picture, the reader must know not only what details to see but also how they are related to one another. Linking expressions like these should be used wherever they are needed to show this relationship:

   Directly ahead...
   To the left...
   Ten feet from the shore...
   Along the east wall...

   Below...
   As you turn right...
   At the top...
   Across the hall...

   In expository paragraphs explaining how to make or do something, specific linking expressions like the following will guide the reader smoothly through the steps of the process:

First...
Next...
Last of all...
Then...
After applying the first coat...
Before you trim the edge...
When the glue is tacky...
As soon as it hardens...

When the details in the paragraphs give reasons, examples, or illustrations, you can clearly show the connection between sentences by using such linking words as these:

In the first place...
For example...
Moreover...
For instance...
In the third place...
Furthermore...
Just as important...
Finally...

To make sure the reader understands that you intend a contrast between the details in two sentences, you should emphasize the contrast with specific linking words--for example:

But...
On the other hand...
In spite of this...
In grade school...
However...
Nevertheless...
A year ago...Now...
In high school...

And to make clear the connection between two sentences, the first stating a cause and the second stating the result or effect, tie the sentences neatly together with one of the following linking words of expressions:

Therefore...
So...So...
For this reason...
As a result...
Consquently...
Because of this...

B. The use of pronouns referring to a noun in a preceding sentence, the repetition of key words or phrases, the use of synonyms or substitute words to "echo" important words in previous sentences--are also effective in linking related ideas. These are called indirect links.

Read the paragraph; answer questions and discuss:

SILVER

Almost from the dawn of history, silver has contributed to the graciousness of daily living. Its use in the making of articles of tableware goes back as far as we can trace the story of civilization itself. The first record of the ancient craft of silversmithing was engraved in Egyptian stone in 2,5000 B.C. The books of the Old Testament speak often of the silversmiths and the metal...and in Greek and Roman classical literature, countless references are made to cups, bowls, and serving pieces of "gleaming silver". Even the period of the Dark Ages was a significant era for silver, for during that time, the term "sterling" began to be used for money of standard weight or quality. Over the years, the word "sterling" has come into our language to describe in general the qualities of honesty and integrity.

With the dawn of the Renaissance in the 15th century, silversmithing reached new heights of artistic achievement. It was during this period that Benvenenuto Cellini created his beautiful designs in silver.

Discuss:

A. In how many ways does the paragraphs define the main topic?

B. Look up the word silver; why doesn't the dictionary alone complete the definition satisfactorily?

C. Find a sentence that tells what the main topic is not.

D. Cite the sentence that gives an example of what the main topic involves.

E. Evaluate the paragraph by checking one of the following:

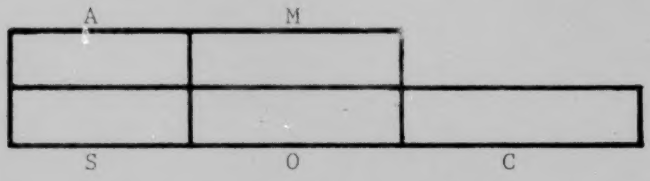
Does the paragraph have the following:	YES	NO
A. Coherence	_____	_____
B. Unity	_____	_____
C. Topic sentence	_____	_____
D. Transitions		
1. Direct links	_____	_____

3-3-6-B (Cont.)

	YES	NO
2. Indirect links	______	______

E. What is the tone of the paragraph? Tone____________________________

3-3-8 Guide for grading themes and paragraphs



AMSOC SHEET

Each square equals 4 points with a total of 20 points.
- 4-excellent
- 3-good
- 2-fair
- 1-poor

Grading Scale

Themes, paragraphs, etc.

A	(19-20)
B	(17-18)
C	(15-16)
D	(13-14)
F	(12-0)

A-Appearance
1. Neatness
2. Correct form
3. Correct margins
4. Correct identations

M-Mechanics
1. Capitalization
2. Punctuation
3. Spelling
4. Hyphenation

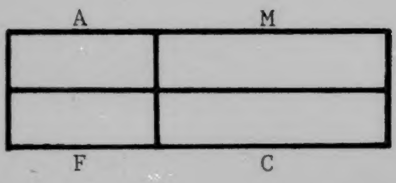
S-Sentence Structure
1. Fragments
2. Run-on sentences
3. Grammar essentials
4. Subject-verb aggreement

O-Organization
1. Word choice, imagery
2. Logical arrangement
3. Order with - in the sentence
4. Types of sentences-natural or inverted order

C-Content
1. Originality
2. Completeness

Outline

A-Appearance
B-Mechanics
F-Form
C-Content



Grading Scale
Outline

A (15-16) C (11-12)
B (13-14) D (10-8)
F (0-7)

PARAGRAPH

As a work center for the preparation of food, a kitchen must be cheerful, sanitary, well ventilated, and adequately lighted. Surfaces should be durable, nonabsorbent, stain resistant, and easily cleaned. In addition to these qualities, counter surfaces should be heat resistant. Closets must be verminproof. Cross ventilation is desirable for the comfort of the worker. An exhaust fan is recommended for the removal of odors and some of the cooking heat. Near the kitchen door, there should be a table or counter for receiving and separating produce and groceries. Between the kitchen and living area there should be a closet for cleaning supplies and equipment.

A. Is this a descriptive paragraph?

B. What is being described?

C. List five items that are described in the kitchen? List words that describe each item.

D. Would you like to prepare food in this kitchen, why?

3-3-18-A

PARAGRAPH

In selecting bedroom furniture, the first requirement is a good place to sleep. Many people share a room, the cost of two single beds and two sets of bed furnishings is nearly twice that of a double bed and one set of double bed furnishings. Two single beds require more space than a double bed. Too, the laundry is more expensive for two twin beds than one double. But if the beds are to be for a guest room, twins beds are more desirable.

A. What is being compared; be specific?

B. List ways in which they are compared.
1.

2.

3.

PARAGRAPH

Depending on preference and time available, dishes can be air dried or towel dried. While it is more sanitary to air dry dishes because they will be handled less, towel drying is sometimes desirable or necessary. Glassware and flatware will sparkle more with towel drying since it removes the last traces of water droplets which can spot when allowed to evaporate, especially in hard water areas. The important thing to remember is to keep dishtowels spotlessly clean.

Defend by completing the two following:

A. Air drying is better......

B. Towel drying is better......

A. Rules of Capitalization

1. Begin every new sentence with a capital letter.
   Example: Her new car was dark red. It was a Mustang.
   Breezing over the hill, she was caught exceeding the speed limit.

2. Begin the first word of a direct quotation with a captial letter.
   Example: "When will my car be ready to drive?" the lady asked the mechanic. The foreman yelled, "Watch out for that wrench!"

3. Capitalize the names of persons.
   Example: Henry Ford Andy Granatelli

4. Capitalize the names of (a) continents, (b) countries (c) states, (d) streets, (e) parks, (f) rivers, and (g) particular buildings.
   Example: (a) North America; Africa
   (b) Mexico; France
   (c) Indiana; Louisiana
   (d) Baja Avenue; South Street
   (e) Palisade Park; Elm Street
   (f) Red River; Cane River
   (g) Natchitoches Central High School
   Empire State Building

5. Capitalize the names of nationalities and races.
   Example: Mexican; Negro; Caucasian

6. Capitalize points of the compass only when those names mean a particular section of the country, not a direction of travel.
   Example: We live in the South.
   He traveled south for 100 miles and then turned west.

7. Capitalize the word city only when it is a part of the name of the city.
   Example: Morgan City is in St. Mary Parish.
   We live in the city of Natchitoches.

8. Capitalize the names of particular companies, associations, societies, commissions, bureaus, boards, departments, schools political parties, unions, conventions, fraternities, clubs and religious bodies.
   Examples: Chrysler Corporation
   Automobile Manufacturer's Association
   Democratic Party
   United Auto Workers' Union

3-5-1-A (continued)

9. Capitalize the names of international organizations and of governmental bodies and their branches.
   Examples: United Nations
   Natchitoches Recreation Department

10. Capitalize the names of commercial products.
    Examples: Dodge Dart; Quaker State Motor Oil

11. Capitalize the names of holidays, months, and days of the week.

12. Capitalize all important words in the names of treaties, legislative acts or bills, and other documents.
    Example: Bill of Rights; G. I. Bill

13. Capitalize proper nouns used as adjectives.
    Example: English language
    Volkswagen chassis

14. Capitalize the first word and all nouns in the salutation of a letter, and the first word of the complimentary close.
    Example: Dear Sir:
    Yours truly,

15. Capitalize the first word and all main words in the titles of (a) books, (b) magazines, (c) newspapers, (d) television programs, (e) movies, and (f) articles.
    Example: (a) *The Magnificent Jalopy* by John Tomerline
    (b) *Popular Mechanics*
    (c) *The New York Times*
    (d) "My World and Welcome to It"
    (e) *Grand Prix*
    (f) "How to Use High-Speed Tools" (magazine article)

16. Capitalize professional, business, military, religious, and family titles that come before names of persons.
    Example: Doctor Joe Green
    Captain Ted Anderson

Adapted from *The New Building Better English 11* (4th ed.) and *Business English and Communication* (3rd ed.).

B. Rules for Periods

1. Use a period after (a) declarative sentences, (b) imperative sentences, (c) after indirect questions, and (d) after requests phrases as questions.
   Example: (a) The engine is running smoothly.
   (b) Check the oil.
   (c) He asked whether the fuel pump had been working properly.
   (d) Will you please ask her to sit down.

2. Use a period after an abbreviation or initial.
   Examples:
   P.M.; Rev. W. E. Jones; lb.

3. Use a period to indicate a decimal fraction or dollars and cents.
   Examples:
   .7 (seven-tenths)
   $4.81 (four dollars and eighty-one cents)

Rules for question marks and exclamation points

C.

1. A question mark is used after every direct question.
   Examples:
   Where are my keys?
   This car has been wrecked, hasn't it?

2. An exclamation point is used after a word, phrase, or sentence that expresses strong feeling.
   Example: Wow! Look at that chopper!

Adapted from Business English and Communication (3rd Ed.)

CAPITALIZATION AND END PUNCTUATION

Directions: Rewrite the following sentences, capitalizing and punctuation according to rules discussed in 3-5-1-A and 3-5-1-B.

1. many american women are working in public
2. what are the characteristics of the jacobean period of furniture styles
3. the goden age in furniture was reached during the eighteenth century in england when such craftsmen as chippendale, sheraton, and hepplewhite created the most beautiful furniture forms ever made
4. rich honduras mahogany is a beautiful wood
5. how may i remove severe burns and blemishes on wood finishes
6. let that coat seal for at least twenty-four hours
7. what art works were produced during colonial times
8. remember that you need three times as much tomato juice as orange juice to get the same amount of vitamin c
9. we have a general electric deluxe no frost freezer
10. on sunday, mother eats only post raisin bran with milk for a snack

SCORE:____________________

Rules for Commas

1. Use a comma or commas to set off a name in direct address.
   Examples:
   A. Mrs. Ramsey, the stove is in need of repair.
   B. The cost of a new stove, Mrs. Ramsey, will be $249.00.

2. Use commas to separate parts of a date from one another and from any words following the date.
   Examples:
   A. The antique exhibition took place in July, 1973.
   B. On Sunday, July 9, 1972, I attended a furniture show.

3. Use commas to separate parts of an address. Place a comma after the last part if it does not end the sentence.
   Examples:
   A. Racine, Wisconsin, is the place to order the Johnson's Wax pamphlet, "First Aid for Furniture."
   B. We have lived at 910 Nettie Street, Natchitoches, Louisiana 71457 since 1966.

4. Use commas to set off introductory words or expressions.
   Examples:
   A. No, I did not polish the floor.
   B. Oh, I forgot to turn on the clothes dryer.
   C. Well, I'll make the beds while you do the dusting, Sally.

5. Use a comma or commas to set off appositives unless the appositive is very short and closely related to the word it explains.
   Examples:
   A. My text book, Homes With Character, is well illustrated.
   B. I met my friend Betty in elementary school.

6. Use a comma after the complimentary close of any letter, and after the salutation in a friendly letter.
   Examples:
   A. Yours sincerely,
   B. Dear Mrs. Jacobs,

7. Use commas between words, phrases, or clauses in a series.
   Examples:
   A. Our teacher purchased paint, varnish, wax, and several brushes.
   B. Before we paint the kitchen, we need to clean the walls, cabinets, and molding.

3-5-2 (Cont.)

8. Use a comma to mark words left out.
   Examples:
   Mary has a Tappan range; Jeanette, a General Electric.

9. Use a comma to separate the main parts of a compound sentence if the parts are joined by *and*, *but*, *or*, or *nor*.
   Examples:
   Do not fail to read the label, or you may be sorry.

10. Use a comma to set off direct quotations.
    Examples:
    A. "Mother, can you help me select my china, asked Terry," if I am able to do this afternoon?
    B. "Write to Towle Silversmiths to get your information," replied the manager.

11. Use a comma to set off words that change statement into a question or exclamatory sentence.
    Examples:
    A. It's time to renew our house insurance, isn't it?
    B. You've had new carpet laid, haven't you!

12. Use a comma to set off an introductory phrase or clause.
    Examples:
    A. Having discussed backgrounds in general, it's time we consider the floors.
    B. Since you have chosen a fireplace to be the center of interest, you can relax.

13. Use commas to set off titles or degrees after a person's name.
    Examples:
    Josephine Alex, M.D., is my doctor.

14. Use a comma to separate thousands, millions, billions, and so on, numbers of four or more digits.
    Examples:
    A. 6,813
    B. 53,196
    C. 3,500,000

3-5-6 Rules For Apostrophes *

1. Use the apostrophe to show possession with nouns or indefinite pronouns.
   (a) To form the possessive of any singular noun, add an apostrophe and s to the noun: Fred, Fred's car; station, station's service

   (b) To form the possessive of a plural noun ending in s, add only an apostrophe: Managers, managers' demands; cars, cars' brake systems

   (c) To form the possessive of a plural noun that does not end in s, add an apostrophe and s: two deer, two deer's hoofprints; children, children's sleeping comfort

   (d) Use an apostrophe to show possession with indefinite pronouns: somebody's papers; everyone's duty

   If the indefinite pronoun is followed by else, that word takes the apostrophe: someone else's turn

   (e) Use no apostrophe in personal, interrogative, or relative possessives: ours, yours, its, hers, theirs, whose

   (f) Use the apostrophe with expressions of time, space and amount: a stone's throw, a two weeks' trip, a dollar's worth

   (g) In writing the possessive of a compound noun, add the apostrophe and s to the last word of the compound: editor in chief's opinion, father-in-law's tools

   (h) To show joint ownership, use the apostrophe with the last name only. To show separate ownership, use the apostrophe with each name.
   Example:
   I drive Sawyer and Brown's delivery truck.
   There go Sawyer's and Brown's delivery trucks.

2. Use the apostrophe to make contractions of words or numerals.
   Example:
   we're (we are)
   o'clock (of the clock)
   class of '33 (1933)

3. Use an apostrophe to mark letters left out of words, particularly in colloguial speech.
   Example:
   comin' (coming)

4. Use an apostrophe to form the plurals of letters, figures, signs, or words used simply as words.
   Example:

   You use too many and's.
   Add three 5's.
   Dot your i's.

Rules for colons and semicolons

1. Use a semicolon to separate the clauses of a compound sentence if the conjunction between the clauses is omitted.
   Example:

   Everybody wants expensive homes; some get them.

2. Use a semicolon before such expressions as however, then, moreover, nevertheless, consequently, hence, thus, for instance, in fact, that is, and therefore if they come between the clauses of a compound sentence.
   Example:

   For a moment there was silence; then the roar of the furnace came on.

3. Use semicolons to separate items in a series if there are commas within the items themselves.
   Example:

   Dodge, a product of the Chrysler Corporation; Chevrolet, a product of General Motors; and Rambler, a product of American Motors, were compared in the project.

4. Use a colon after a statement that preceded a list introduced by such an expression as the following, as follows, these, or by a number.
   Example:

   I shall need two things: time and money.

5. Use a colon after the salutation in a business letter.
   Example:

   Dear Mrs. Smith:
   Dear Sir:

6. Use a colon between numbers indicating time.
   Example:

   3:30 P.M.
   10:00 A.M.

UNIT: PARAGRAPHING

MATERIALS NEEDED

3-1-1	Teacher made transparency
3-1-2	Grease pencil and transparency (1-1-1)
3-1-3-A	Handouts
3-1-3-B	Handouts
3-1-3-C	Handouts
3-1-4	Vocabulary list on chalk board
3-1-6	16 m m Film: "Sentences: Simple, Compound, and Complex"
3-1-7	Teacher made transparency "Sentences according to Structure
3-1-8	Handouts "Sentence Structure"
3-1-9	Poster materials
3-1-10	Handouts 3-1-8
3-1-11	Handouts, "Common Prepositions"
3-1-13	Filmstrip: "Adjective and Adverb Phrases" Filmstrip Projector Kit: "Parts of Speech"
3-1-14	Handouts "Adjective and Adverb Phrases"
3-2-0	Handouts "Sentence Evaluation"
3-3-1	Bulletin board materials
3-3-2	Film: "Writing a Good Paragraph" (15 minutes-black and white) 16 m m
3-3-4	Handouts "Reading for Main Ideas"

3-3-5	Filmstrip and record: "Planning a Paragraph and Creating a Topic Sentence." Kit 27 1. Filmstrip #3-7-A 2. Recording #12-3-7 (side 1) Filmstrip projector Record player
3-3-6	Handouts 3-3-6-A
3-3-8	Handouts 3-3-6-B
3-3-10	Filmstrip machine Filmstrips: "Steps in a Paragraph" A. Steps 4-5 #129-2 B. Steps 8-9 #129-4
3-3-11	Samples of descriptive paragraphs
3-3-13	Handouts
3-3-17	Film: "Comprehensive Skills" (12 minutes, black and white)
3-3-18	Handouts
3-3-19	Pamphlets on kitchen appliances
3-3-21	Periodicals containing cause and effect paragraphs; cut out use
3-3-22	Pamphlets with cause and effect paragraphs
3-4-0	Handout 3-3-8 as teacher guide
3-5-1	Handouts 3-5-1-A and 3-5-1-B
3-5-2	Handouts
3-5-3	Filmstrip: "The Comma: Other Uses" from Kit: "Using Punctuation and Capitalization" Filmstrip projector
3-5-8	Filmstrip: "Apostrophes" from Kit: "Using Punctuation and Capitalization"
3-5-9	Periodicals for cutting
3-5-10	Materials for game to be created by class.
3-6-0	Teacher made test

BIBLIOGRAPHY

Brown, Don P. Writing Unit Lessons in Composition. Dallas: Ginn and Company, 1964.

Craig, Hazel Thompson and Ola Day Rush. Homes With Character. Boston: D. C. Heath and Company, 1966.

Fleck, Henrietta and others. Exploring Home and Family Living. Engle Wood, New Jersey: Prentice-Hall, Inc., 1965.

John, Mellie and others. The New Building Better English II. Elmsford, New York. Harper and Row, 1965.

Stewart, Marie M. and others. Business English. New York: McGraw-Hill, 1967.

Warriner, John E. and others. English Grammer and Composition II. New York: Harcourt, Brace and World, Inc., 1963.

PAMPHLETS

First Aid for Furniture. Racine, Wisconsin: Johnson's Wax, 1963.

How to Take "Work" out of Your House Work. Cleveland, Ohio: Vacuum Cleaner Manufacturers Association, 1963.

Let's Clean House. Cincinnati, Ohio: Procter and Gamble, 1963.

Livable Rooms. Nashville, Tennessee: Agricultural Extension Service, 1963.

Study in Values, A. Riverside, Connecticut: Sterling Silversmiths Guild of America, 1963.

Natchitoches Parish Schools

UNIT REVIEW SHEET

Course ____________________ Teacher ____________________

Unit Title ____________________ Date ____________________

Beginning Date ____________________ End Date ____________________

I. Time Spent on Unit

Objectives	Estimated Time	Actual Time	Date Completed	Comments
________	________	________	________	________
________	________	________	________	________
________	________	________	________	________
________	________	________	________	________
________	________	________	________	________
________	________	________	________	________
________	________	________	________	________
________	________	________	________	________
________	________	________	________	________
________	________	________	________	________
________	________	________	________	________
________	________	________	________	________

II. Objectives Covered

A. Covered all objectives: Yes _____ No _____

B. Objectives *not* covered:

Objective Number	Reasons
____________	______________________________
____________	______________________________
____________	______________________________

III. Appropriateness of Objectives, Activities, Materials, and Evaluation.

A. All objectives were appropriate: Yes _____ No _____

B. Objectives not appropriate:

Objective Number	Reasons

IV. Suggestions for Improving the Unit

____

____

____

____

____

____

OVERVIEW: LETTER WRITING AND JOB APPLICATION

The single most important skill in the employer-employee relationship is communication. The purpose of this unit is to instruct the students to communicate better and more effectively in business and everyday life. in order for the students to do this, they must develop skills used in writing desirable letters and in conducting interviews.

Writing is often the only practical means of communication, especially in the business world. When a person does communicate by means of letter writing, he should consider that the letter's primary purpose is to inform the reader. For a person to expect a reply, his letter should have good form, be clear and concise, and be grammatically correct.

Anyone desiring a job can expect to be interviewed. The interview sometimes is the basic criterion by which the employer judges an applicant. This unit includes the correct way to conduct such interviews. It also stresses how to complete business forms correctly.

If an applicant knows how to write good letters, fill out business forms properly and conduct interviews satisfactorily, then he is more likely to get and keep a job.

UNIT IV
LETTER WRITING AND JOB APPLICATION

4-0-0 At chosen intervals of the unit the students will demonstrate their abilities to present letters and application data through organization, creativity, and writing with 65% correctness on the evaluations included in this unit.

4-1-0 During several class periods, the teacher will present motivational materials concerning letter writing and job applications.

4-1-1 Using handout 4-1-1 as a guide, invite a class discussion as an introduction to the unit.

4-1-2 View filmstrip: "What You Should Know Before You Go To Work".

4-1-3 Discuss the filmstrips.

4-1-4 Use handout "Would You Hire You?" for discussion, using the seventeen questions as a selfanalysis.

4-1-5 Make a bulletin board of clusters related to house care vocations.

4-1-6 Have each student select one of the jobs related and begin doing research. Use handout 4-1-6 as a guide and work on the activity a few minutes each day if possible. (This is a long term activity that demands time and organization.)

4-2-0 At several class periods the teacher will guide the students in letter writing skills, using the "Unmailable Letter" list as a guide.

4-2-1 To evaluate the students' letter writing abilities, the teacher will have each student to write two letters, a thank-you-note and one of application, using samples on a transparency.

4-2-2 Give each student the "Unmailable Letter" list. Review the list carefully, and ask each to decide if his letter should be mailed or not. Discuss some of the reasons why not.

4-2-3 Begin a class discussion concerning letter writing. Some questions to ask are as follows:

A. It is easier to telephone than to write a letter, so why not do so?

B. Why should letters be typed or written in ink?

C. If it is typed, why is the name written in ink?

D. Business letters should be short. Why?

E. Does the form of the letter make a difference? Why?

F. It is said that a letter gives its reader an impression of its sender. Explain this statement in full.

G. One should always proofread his letters. Why?

4-2-4 As a review use "Letter Writing" Kit #372.6 W to recall the parts of friendly and business letters. Ask each student to place the following notes in his notebook for further use.

A. Heading - This is known as the where and the when of a letter. It includes the street, city, state, zip code, and date.

B. Inside Address - The inside address is the address of the person who is to receive the letter.

C. Salutation - The salutation is equivalent to saying "hello". It tells to whom the letter is written.

D. The Body - The body is considered the why of the letter. It tells why a person has written. It should be written in a conversational tone, using informal, standard English.

E. Closing - The closing is the "good-bye" of a letter.

F. Signature - The signature is the signing of one's name. The signature may be one or more than one name.

4-2-5 Use the "Letter Writing" kit for a quick review to illustrate capitalization and punctuation in letters. Discuss differences in friendly and business letters.

4-2-6 Discuss the following guide for writing friendly letters.

A. Write as if you were talking. Contractions are acceptable.

B. Type on unlined paper, or write with pen, using blue or black ink.

C. Write about subjects that are interesting to the receiver. If you are answering a person's letter, you may begin by answering any questions he has asked or make comments concerning his letter.

D. The salutation (hello or greeting) of the friendly letter varies according to how well you know the receiver. It is always followed by a comma.

E. The closing is followed by a comma, also. It, too, depends on how well you know the individual. The first word is the only one capitalized in the closing. Example: Sincerely yours, Your friend, Love always, As always.

F. A final note - Remember this letter reflects you as a person; make it neat, legible, grammatically correct, and friendly.

4-2-7 Discuss with the students the different types of friendly letters and notes. Explain for what purpose each is written. Show correct and incorrect examples of each.

A. Thank-you-note (bread and butter)

B. Apology

C. Invitation

D. Regret

E. Acceptance

F. Sympathy

G. Friendly

4-2-8 Divide the students into six groups. Have each group to choose two of the above notes to write.

4-2-9 Do a class evaluation, making a bulletin board of the best written notes. Discuss the reasons why these were selected over the others.

4-2-10 Give each student handout 4-2-10. Discuss the handout and ask each student to write a friendly letter that he would be proud to mail. Give time in class for writing the letter evaluation, and revising. Have students address envelopes correctly and mail their letters.

4-2-11 Give the students want ads that are related to house care. Then give each handout 4-2-11. Have them relate the ads to the handout.

4-2-12 Evaluate the class by giving a check test.

4-2-13 Check on each student's progress assigned earlier. (Activity 4-1-6.) Give some extra class time if necessary.

4-3-0 During several class intervals the teacher will present materials related to getting a job and keeping it.

4-3-1 The teacher should, at this point, re-emphasize the value of knowing oneself. Ask the school counselor to schedule a conference with each student; so that, the counselor may aid the pupil in re-evaluating his abilities. Some points to consider are as follows:

A. Personal Characteristics
    1. Attitude
    2. Personality
    3. Motivation
    4. Dependable
    5. Friendly
    6. Healthy
    7. Punctual
    8. Interests

B. Education
    1. Grade completed
    2. Ability to communicate
        a. Oral
        b. Written

C. Motor Skills
    1. Drive a car or truck
    2. Sew
    3. Mechanic work
    4. Cook
    5. Sketch
    6. Garden
    7. Type
    8. Decorate

4-3-2 Students organize all information into a self-inventory form. This may be entitled, "My Assets". (Encourage each student to review this ever so often.)

4-3-3 Each student makes his own personal data sheet. Use handout and/or examples for textbooks as guides.

4-3-4 If all students do not have social security cards and numbers, get the application forms from the local social security office and assist them in securing their cards and numbers.

4-3-5 Discuss possible job sources related to house care. Some possible job sources maybe mentioned are as follows:

A. Friends
B. State Employment Service
C. Union Office
D. Chamber of Commerce
E. Newspapers
F. Company Personnel Offices
G. Bulletin board
H. Radio and TV

4-3-6 After discussing 4-3-5, lead directly into personal interviews by using the tapes and filmstrips;

A. "Your Job Interview"
B. "Getting and Keeping Your First Job"

4-3-7 Plan a panel discussion related to the tapes and filmstrips.

4-3-8 Teach students how to fill out different types of application blanks. Use handouts as examples; also, get others from businesses in town.

4-3-9 Invite a business person to class to demonstrate how he holds an interview.

4-3-10 Select two groups to make two posters.

A. The Do's of an Interview.
B. The Don'ts of an Interview.

4-3-11 Explain to the class that most jobs are obtained by personal interviews, but many are obtained through letters of application alone. Show the class some good examples of letters of applications, pointing out the following pattern to follow as a guide.

A. A brief opening paragraph telling what job you are applying for and how you learned of it.

B. One or more paragraphs telling your qualifications: age, educational background, experience, special abilities that would be of value in the work.

C. A paragraph giving the names and addresses of two or three people to whom the employer can refer for further information about your qualifications. (Never give a person's name unless you have permission.)

D. A request for a personal interview at the employer's convenience.

E. Make the letter especially attractive, neat, and free of errors.

F. The tone should be friendly, but business-like.

4-3-12 Give each student a want ad from a newspaper; have him to write a letter of application.

4-3-13 Evaluate letters according to standards set up under 4-3-11 and 4-2-2.

4-3-14 For students that did not make 85% or above; assign another letter to be written.

4-4-0 For an evaluation, select five ads and place on a transparency. Allow each student to choose one and write a letter of application for the teacher to grade.

4-5-0 During several class periods the teacher will discuss and have the students to work on activities related to "After You Get the Job, What?"

4-5-1 Discuss tips that will start you on the right road for that new job. Some suggestions may be:

A. Look your neatest for the job.
B. Report early to your supervisor.
C. If you make any errors, report them to your supervisor. Learn from mistakes.

4-5-2 Study and practice how to complete employee's withholding exemption forms.

4-5-3 Discuss possible earnings and deductions. Earnings may include both regular and/or overtime. Deductions may include the following or other items:

A. Hospital insurance
B. Social Security (F. I. C. A.)
C. Payroll savings
D. Life insurance

4-5-4 Have students to list reasons why they think people lose their jobs. Discuss these reasons.

4-5-5 In contrast to discussion 4-5-3, make a list of qualities a person should possess to get promotions.

4-5-6 Write a composition explaining the way to get and keep a job.

4-6-0 The teacher will emphasize to the students the importance of letters of order, and an evaluation will follow the teaching.

4-6-1 Review the form of business letters, including addressing envelopes.

4-6-2 Ask a student to use the overhead and illustrate how to write a correct check in the amount of $92.20.

4-6-3 Give each student a blank check to be used in his letter of order.

4-6-4 Review the essentials of a letter of order. Show good examples to the class.

4-7-0 For a class evaluation ask the students to write a letter to Sears, Roebuck and Company. They are to order three items not exceeding sixty dollars. Figure the tax, postage, and write a check for the total.

4-8-0 The teacher will present the students with situations related to getting a job and keeping it. The students will do role play to illustrate the knowledge they gained. They will be evaluated by standards discussed throughout the entire unit.

4-1-1 Discussion as an Introduction to the Unit:

1. What is a vocation?

2. (A) Name at least twenty vocations.
   (B) Can they be grouped into clusters?
   (C) Make a cluster of vocations for home care.
   (D) Are these vocations related to any other vocations; if so, explain how.

3. Choose one of the vocations in which you are interested and list several steps in reaching it as a career.

4. What are some factors involved in planning one's vocation?

5. Do individual careers change as individuals change? Give an example if your answer is yes.

6. Discuss some reasons people work.

7. Define and discuss the following terms:
   (A) Current earnings
   (B) Continuing earnings

8. Why is it wise for an individual to be suited for more than one job?

9. Careers have different levels of responsibility; explain.

10. Discuss the need for rules, regulations, policies, and procedures in school as related to the vocations.

4-1-4 Would You Hire You?: Some Points for Discussion

The great Greek Philosopher Socrates once said, "Know thyself", and this is the very first thing we must do before we can choose a job. It is not easy to do, but let us try.

A. Your Mental Abilities

You might have heard other people refer to your IQ. Literally, "IQ" stands for "intelligence quotient." Practically, your IQ is an indication of your ability to learn and your ability to solve problem.

We know that one's IQ does not consist of just one ability, but many. We are all strong in some abilities and weaker in others. The important thing to know is where our strong points and our weaknesses lie.

For career planning purposes, there are six primary mental abilities which are of particular concern and they are: (put on board)

(1) verbal comprehension ability - You have the power to catch very quickly the meaning of what you hear and what you read.
(2) word fluency ability - You are able to express yourself well in writing and speaking.
(3) special ability - The capacity to see an object in all dimensions.
(4) numerical ability - You can handle numbers with great ease.
(5) reasoning ability - You can understand problems and solve them logically.
(6) memory - You can remember things easily.

Ask yourself: What are my mental abilities? What are my strong points? What are my weaknesses? How does my general ability to learn compare with that of others my age?

Consult your school counselor. The counselor is trained and experienced to help you get a better understanding of yourself and your abilities.

B. Your Special Abilities

These abilities are often known as talents. We all have some talents. It is important to determine which special abilities you possess and where your strengths and weaknesses lie in this matter.

There are many different aptitudes which you may possess. You already may be aware of some of these. Do you tinker with broken radios or television sets? When you do, do you fix them? When you push the button of a camera, are the resulting pictures always sharp, in focus, and appealing? Have you advanced to developing and printing these pictures yourself? Has your art teacher admired your paintings and pencil drawings and told you that you have art aptitude? Do you sing or play a musical instrument?

In a career planning, it is important to find out which of your abilities and your interests coincide. We do not necessarily like to do those things we are capable of doing well.

What are your interests? Where do they lie?

C. Your Interests

What are your likes and dislikes? Everyone has his own particular interests. These interests are not necessarily the same as those of your parents, your brothers and sisters, or your friends and classmates. Your hobbies and other spare-time activities give excellent clues to your interests. For example, many boys whose hobbies were constructing model airplanes have become aeronautical engineers or airplane mechanics or pilots.

There are several types of tests, or inventories, to help you determine your interests. The most popular of these is the Kuder Vocational Preference Record. You may have taken this "test" at some time in your school career.

If you have any questions about your basic interests, see your school counselor. He is qualified to help you to get to know and understand all aspects of yourself.

D. Your Personality

"Personality" is a term which is frequently misused and misunderstood. How often have you heard someone say, "He's got personality. I wish I had it, too"?

Everyone has personality. However, everyone's personality is different. Just what is personality?

Basically, your personality is your total behavior in response to your total enviroment. It is everything that you think and say and do to yourself and to those with whom you come in contact in the course of your daily activities.

How do you behave at school, at home, at parties, at club meetings, at the movies, at work, after school, at the homes of friends and relatives?

The way you act in these places and the way you react to the people you meet there are all part of your personality.

Ask yourself these questions about your personality:
(1) Do I like most people I meet?
(2) Do they like me?
(3) What sort of an impression do I make on others?
(4) Am I generally shy or more often aggressive?
(5) Would I rather watch people do things or would I rather be one of the doers?
(6) Am I frequently optimistic and hopeful or do I tend to be pessimistic and see the gloomy side of things?

4-1-4 (continued)

(7) Am I a diligent, hard worker?
(8) Do I have perseverance--"stick-to-itiveness"?
(9) Have I shown evidence of leadership ability?
(10) Would I rather be a follower than a leader?
(11) Am I generally eager to assume responsibility, and when I do, can I carry it through to a successful conclusion?
(12) Do I have a reputation for being loyal and dependable?
(13) Am I generally punctual for appointments?
(14) Am I a procrastinator, constantly putting off for tomorrow those things which need to be done today?
(15) Am I generally enthusiastic about the things I do or the things I plan to do?
(16) Do I find that there just aren't engough hours in the day for me to accomplish all I would like to do, or does time seem to drag on endlessly?
(17) Do I enjoy working under pressure, knowing I must complete a certain task by a certain hour?

Your personality--and future career--depend a great deal upon your state of health--both mental and physical. Often we are grumpy or listless because we are actually sick and don't know it. If you are troubled by a health problem, visit a doctor immediately and discuss the matter with him.

It is often difficult to judge ourselves fairly and to decide if we have pleasing personalities or not. A good way to find out about ourselves is to talk to an older relative. In addition to the constructive criticism from members of our family, we can receive a great deal of assistance from our school counselor or our favorite teachers.

E. Your Scholastic Record

Your scholastic record, generally, is an indication of your ability to learn certain school subjects. Most school curricula fall into one of three broad categories: academic, commercial, and vocational. The academic courses are college preparatory. The commercial and vocational courses can be put to more immediate wage-producing use than the academic courses. Although few employers will ask you to show them your report cards, many do ask whether you ranked in the top quarter or half of your class. You should always strive to get high marks in all your classes by doing your best honest work.

F. Your Work Experience

Part-time work offers valuable experiences to young people. Here you have the opportunity of testing different types of jobs and getting a first-hand view of actual on-the-job relationships. The kinds of jobs which high school students hold are numerous and varied. Part-time employment can be used in several ways:
(1) It may lead to full-time employment.
(2) It may serve as a steppingstone to another area of work.
(3) It may serve as a way to get money for further education and training.

Do I Want This Job?

1. What are the duties involved in this job?
2. What are the educational requirements?
3. What kinds of skills are needed?
4. Where will I be in the chain of command?
5. What are the hours of working time?
6. How much time must be spent at home preparing for each day's work?
7. What clothes must I wear?
8. What are the fringe benefits?
9. What is the salary?
10. Is there any traveling involved?
11. Must I move often?
12. Must I join a union?
13. If so, how do I join, and what expense is involved in doing this?
14. Must I change my hair and life style to keep this job?
15. Will I be responsible for any major decisions?
16. What are my chances for advancement?
17. Will I work alone or in a group?
18. Will I get personal satisfaction from this job?
19. What are the dangers involved?
20. Is this job permanent or temporary?
21. Will the job become obsolete in the future?

UNMAILABLE LETTERS

1. Misspelled word
2. Word divided incorrectly at end of line
3. Transposition of words or letters
4. Letter too high on page
5. Letter too low on page
6. Letter too far to the right of page
7. Letter too far to the left of the page
8. Messy erasure or hole in paper
9. Material omitted or changed that obviously alters meaning of letter
10. Omission of date line
11. Omission of title (Dr., Mr., Mrs.) in inside address
12. Omission of return address (Applies only when letterhead is not used)
13. Abbreviations for directions in inside address (N. for North)
14. Abbreviations for type of thoroughfare (St. for Street)
15. Incorrect punctuation marks for salutation and complimentary close (comma or colon after salutation and no punctuation after complimentary close)
16. Right margin too ragged or uneven--more than six spaces between longest line and shortest line of body (A short line at the end of a paragraph is acceptable.)
17. Elimination of punctuation marks between two independent clauses joined by a conjunction
18. Elimination of comma after introductory clause ("if," "when," and others)
19. Elimination of comma between words in a series
20. Elimination of apostrophe to show possessive (man's ear)
21. Omission of enclosure notation when needed
22. Omission of the zip code

4-2-10 Friendly Letters

Evaluation: Check yes or no by each of the following:

________ 1. Have I followed the form for a friendly letter?

________ 2. Is the tone of my letter natural and friendly?

________ 3. Did I apologize for not writing sooner?

________ 4. Is my letter gushy or gossipy?

________ 5. Did I use correct grammar and punctuation?

________ 6. Is my letter neat and easily read?

________ 7. Did I use & when I meant and?

________ 8. Did I keep my reader in mind, using you, almost as much as I?

________ 9. Did I type or write my letter in blue or black ink?

________10. Did I write about things the reader will want to know?

Key:

1. Yes
2. Yes
3. No
4. No
5. Yes
6. Yes
7. No
8. Yes
9. Yes
10. Yes

If your answers are not correct to each of the following, revise before mailing to your friend.

4-2-11

Want Ad Words and Their Abbreviations

1.	incl.	including
2.	H. S.	high school
3.	hrly.	hourly
4.	hr.	hour
5.	elec.	electric
6.	grad.	graduate
7.	ftr.	future
8.	exp.	experience
9.	div.	division
10.	dir.	director
11.	dept.	department
12.	ind.	industrial
13.	yr.	year
14.	wk.	work
15.	wkr.	worker
16.	type.	typing or typist
17.	trnee.	trainee
18.	sr.	senior
19.	sal.	salary
20.	pt.	part- or full-time
21.	ind.	industrial
22.	maint.	maintenance
23.	pd.	paid
24.	manuf.	manufacturing

4-2-11 (continued)

25.	mo.	month
26.	mgr.	manager
27.	med.	medical
28.	a.m.	morning
29.	p.m.	afternoon or evening
30.	aft.	after
31.	appt.	appointment
32.	temp.	temporary
33.	co.	company
34.	coll.	college
35.	const.	construction
36.	incl.	including
37.	comm.	commission
38.	hvy.	heavy
39.	hosp.	hospital
40.	lic.	license

Evaluation: Want Ads

Write the correct abbreviation for the following words related to want ads:

1. high school 1. ____________________
2. hourly 2. ____________________
3. electric 3. ____________________
4. future 4. ____________________
5. experience 5. ____________________
6. department 6. ____________________
7. year 7. ____________________
8. worker 8. ____________________
9. trainee 9. ____________________
10. senior 10. ____________________
11. license 11. ____________________
12. heavy 12. ____________________

The following abbreviations are related to construction trades. To the right of each abbreviation, write the word for which it stands.

1. comm. 1. ____________________
2. temp. 2. ____________________
3. p.m. 3. ____________________
4. const. 4. ____________________
5. med. 5. ____________________
6. mgr. 6. ____________________
7. coll. 7. ____________________
8. inc. 8. ____________________
9. trnee. 9. ____________________

4-2-12 (continued)

10. appt. 10. ____________________

11. sal. 11. ____________________

12. ind. 12. ____________________

13. co. 13. ____________________

SCORE: ____________ /25 ____________ GRADE

4-3-3

PERSONAL DATA SHEET*

JOHN J. MEYERS
65 Dumwood Road
Weston, Mo.   64498
Telephone (417) 555-3902

POSITION APPLIED FOR — General Bookkeeper

EXPERIENCE

July 1966 to present

Terhune's Department Store, Weston--Accounts receivable bookkeeper

Duties: Posting and balancing customers' accounts, preparing statements, aging accounts receivable

Reason for Leaving: Seeking more responsibility

Starting salary: $85   Present salary: $90

January 1964 to 1966

Phil's Army and Navy Store, Weston--Stock clerk (Saturdays and evenings; full time during summer)

Duties: Organization of stock, selling during rush periods

Summers, 1963 and 1963

Self-employed--farm work and lawn tending

September 1958 to January 1960

Weston Daily News--newspaper route

EDUCATION

Graduate, 1966, of Weston (Missouri) High School

Major subjects:	Bookkeeping (strong B average with A's in modern data processing) Office Machines (calculators, adding machines) Business Management Business Mathematics (A's and B's)
Extracurricular:	Treasurer of junior class Business manager of yearbook President (1965-66) of Future Business Leaders of America FBLA
Honors:	Outstanding Business Student Award, 1965-66

4-3-3 (continued)

REFERENCES (with permission)

Miss Marilyn Hamm, Head Bookkeeper
Terhune's Department Store
67 Alton Street, Weston, Mo. 64498
(Telephone 555-4477)

Mr. Philip Kaplan, Owner
Phil's Army and Navy Store
352 Cranton Avenue, Weston, Mo. 64498
(Telephone 555-2185)

Mr. Joseph Lennon, Advisor, FBLA Club
Weston High School
890 Fleming Road, Weston, Mo. 64498
(Telephone 555-3300)

---

*Marie M. Stewart and others, *Business English and Communication*, Dallas: McGraw-Hill Book Company, 1967, page 441.

4-3-8

APPLICATION FOR EMPLOYMENT

(PLEASE PRINT PLAINLY)

RATE OF PAY EXPECTED:

Hour ____

Week ____

PERSONAL

Date: ____

Name ____ Last ____ First ____ Middle Initial ____ Social Security No. ____

Present address ____ No. ____ Street ____ City ____ State ____ Telephone No. ____

How long have you lived at above address? ____

Previous address ____ No. ____ Street ____ City ____ State ____ How long did you live there? ____

Date of birth ____ Mo. ____ Day ____ Yr. ____ Sex M ____ F ____ Height ____ ft. ____ in. Weight ____ lbs.

Marital Status: Single ☐ Engaged ☐ Married ☐ Separated ☐ Divorced ☐ Widowed ☐ Date of Marriage ____

Do you own your own home? ____ Pay rent? ____ Monthly rent (if you rent) ____ Own a car? ____

Do you have any physical defects? ____ If yes, describe ____

Have you had a major illness in the past 5 years? ____ If yes, describe ____

Have you received compensation for injuries? ____ If yes, describe ____

Position(s) applied for ____ Rate of pay expected $ ____ per week

Would you work Full-Time ____ Part-Time ____ Specify days and hours ____

Would you work overtime ____ Weekend ____

Were you previously employed by us? ____ If yes, when? ____

List any friends or relatives working for us

Friends	Relatives
Name	Relationship
Name	Relationship

Were you ever arrested? ____ If yes, describe in full ____

If your application is considered favorably, on what date will you be available for work? ____ 19 ____

Does your wife/husband work? ____ If yes, what kind? ____ His or her earnings $ ____ per week

Person that could authorize operation in case of accident or emergency

Name ____ Address ____

Phone Number ____

Are there any other experiences, skills, or qualifications which you feel would especially fit you for work with the Company? ____

The Civil Rights Act of 1964 prohibits discrimination in employment practice because of race, color, religion, sex or national origin.

4-3-8

RECORD OF EDUCATION

School	Name and Address of School	Course of Study	Years Attended		Check Last Year Completed				Did You Graduate?	List Diploma or Degree
			From	To						
Elementary					5	6	7	8	☐ Yes ☐ No	
High					1	2	3	4	☐ Yes ☐ No	
College					1	2	3	4	☐ Yes ☐ No	
Other (Specify)					1	2	3	4	☐ Yes ☐ No	

MILITARY SERVICE RECORD

What is your present Selective Service classification? ______

Were you in U.S. Armed Forces? Yes ______ No ______ If yes, what Branch? ______

Dates of duty From ______ To ______ Rank at discharge ______
Month Day Year Month Day Year

List duties in the service including special training ______

______

Have you taken any training under the G. I. Bill of Rights? ______

If yes, what training did you take? ______

PERSONAL REFERENCES (Not Former Employers or Relatives)

Name and Occupation	Address	Phone Number

4-3-8

ist below, beginning with your most recent, all present and past employment

Name and Address of Company and Type of Business	From		To		Describe in detail the work you did	Weekly Starting Salary	Weekly Last Salary	Reason for Leaving	Name of Supervisor
	Mo.	Yr.	Mo.	Yr.					

Name and Address of Company and Type of Business	From		To		Describe in detail the work you did	Weekly Starting Salary	Weekly Last Salary	Reason for Leaving	Name of Supervisor
	Mo.	Yr.	Mo.	Yr.					

Name and Address of Company and Type of Business	From		To		Describe in detail the work you did	Weekly Starting Salary	Weekly Last Salary	Reason for Leaving	Name of Supervisor
	Mo.	Yr.	Mo.	Yr.					

Name and Address of Company and Type of Business	From		To		Describe in detail the work you did	Weekly Starting Salary	Weekly Last Salary	Reason for Leaving	Name of Supervisor
	Mo.	Yr.	Mo.	Yr.					

Name and Address of Company and Type of Business	From		To		Describe in detail the work you did	Weekly Starting Salary	Weekly Last Salary	Reason for Leaving	Name of Supervisor
	Mo.	Yr.	Mo.	Yr.					

Have you ever been bonded? If yes, on what jobs? ____________________

May we contact the employers listed above? __________ If not, indicate by No. which one(s) you do not wish us to contact ______

4-3-8

Number of dependents including yourself

Number of Children Their ages

DEPENDENTS

NAME	AGE	*M/S/D	RELATION	WHERE LIVING	EMPLOYED WHERE	PAY

* Married, Single or Divorced

Other relation: Uncle, aunt, brother, sister, parents.

NAME	AGE	RELATIONSHIP	WHERE LIVING	EMPLOYED WHERE	PAY

The facts set forth above in my application for employment are true and complete. I understand that if employed false statements on this application shall be considered sufficient cause for dismissal.

Signature of Applicant

4-3-8

E5901 Rev. 12-69

SEARS, ROEBUCK AND CO.

Date ____________________

APPLICATION FOR EMPLOYMENT

TO PROTECT THE INTERESTS OF ALL CONCERNED, AN APPLICANT MUST PASS A HEALTH EXAMINATION BEFORE RECEIVING FINAL ACCEPTANCE FOR EMPLOYMENT.

Name Mr. Mrs. Miss ____________ Last ____________ First ____________ Middle ____________

Social Security Number ____________ (Please present your Social Security Card for review.)

Married woman give maiden name ____________

Address ____________ Number ____________ Street ____________ City ____________ State ____________ Zip Code ____________

How long have you lived in this City? ____________

Previous Address ____________ Number ____________ Street ____________ City ____________ State ____________ Zip Code ____________

Present phone or nearest phone ____________

Date of Birth ____________ Month ____________ Day ____________ Year ____________

The Age Discrimination In Employment Act of 1967 prohibits discrimination on the basis of age with respect to individuals who are at least 40 but less than 65 years of age.

What serious accidents, illnesses or operations have you had? ____________

Give Details and Date ____________

Have you ever had a knee, head or back injury? ____________

What physical defects or ailments do you now have such as hernia, heart trouble, kidney trouble or high blood pressure, etc.?

List here ____________

Number of Children ____________ Ages ____________ Total number you support, including yourself ____________

Single ☐
Married ☐
Widow(er) ☐
Separated ☐
Divorced ☐

If husband or wife is employed in the United States, state job held and employer's name and address. ____________

Have you ever been employed by Sears? ____________ If so, when and where last employed? ____________ Position ____________

If never employed by Sears, have you ever previously applied for employment at Sears? ____________ If so, where ____________ Date of Application ____________

Have you a relative in employ of Sears? ____________ If so, give name ____________ Relationship ____________ Unit or Dept. No. ____________

What is the total of your monthly payments for rent or home mortgage, car, installment accounts, etc.? ____________

Are you currently receiving Unemployment Compensation benefits? ____________ If yes, name state ____________

Education	No. of Years	Name of School	City	Year of Leaving	Graduate?	Course or College Major	Average Grades	College Degree
Grammar School								
Jr. High School								
Sr. High School								
College								
Other—give type								

If someone advised you to seek employment here, give name ____________

For what type work are you applying? ____________

I am seeking ☐ temporary ☐ permanent employment

I am available for ☐ Part time ☐ Full time work

If part time, indicate maximum hours per week ____________ and reason for seeking only part time employment ____________

Have you ever been convicted for other than a minor traffic violation? ☐ YES ☐ NO

If yes, explain ____________

Licensed to drive car? ☐ YES ☐ NO

Is license valid in this state? ☐ YES ☐ NO

(SEE REVERSE SIDE)

NOT TO BE FILLED OUT BY APPLICANT

HOURS AVAILABLE FOR WORK	
Mon.	To
Tues.	To
Wed.	To
Thurs.	To
Fri.	To
Sat.	To
Military Reserve Mtgs.?	

INTERVIEWER'S COMMENTS	
Prospect for	
1.	2.

Date of Emp.	
Dept. or Div.	Regular ☐ Part-Time ☐
Job Title	
Job Title Code	Job Grade
Compensation Arrangement	
Manager Approving	
Employe No.	Rack No.

4-3-8

NOTE: Please **print** information requested

REFERENCES

IF AFTER LISTING ALL FORMER EMPLOYERS THE TOTAL IS LESS THAN FIVE, SHOW PERSONAL REFERENCES IN THE REMAINING SPACES (BUT NOT MORE THAN THREE).

NAMES AND ADDRESSES OF FORMER COMPANIES OR EMPLOYERS, BEGINNING WITH THE MOST RECENT			Employer's Business	Under whom did you work?	Nature of your work	Date Beginning	Earn When Beginning	Date of Leaving	Earning at Leaving	Why did you leave? Give details
NOTE: State reason for and length of inactivity between present application date and last employer										
Name						Month		Month		
Address	Tel. No.					Year		Year		
City	State	Zip Code					Per Week		Per Week	
NOTE: State reason for and length of inactivity between last employer and second last employer										
Name						Month		Month		
Address	Tel. No.					Year		Year		
City	State	Zip Code					Per Week		Per Week	
NOTE: State reason for and length of inactivity between second last employer and third last employer										
Name						Month		Month		
Address	Tel. No.					Year		Year		
City	State	Zip Code					Per Week		Per Week	
NOTE: State reason for and length of inactivity between third last employer and fourth last employer										
Name						Month		Month		
Address	Tel. No.					Year		Year		
City	State	Zip Code					Per Week		Per Week	
NOTE: State reason for and length of inactivity between fourth last employer and fifth last employer										
Name						Month		Month		
Address	Tel. No.					Year		Year		
City	State	Zip Code					Per Week		Per Week	

What experience or training have you had other than your work experience and education? ____________

Tested			
Physical examination scheduled for			
Physical Examination (F5903) completed			
Review Card prepared		Minor's Work Permit	
Tickler Card prepared		Proof of Birth	
Timecard prepared		Training Material Given to Employe	

(Store will enter dates as required.)	Mailed	Completed
References (E5907)		
Retail Credit Inquiry		
With. Tax (W-4)		
State With. Tax		
Earnings Rec.		
Store Rec. Card F5905 or F5905 A		

I certify that the information contained in this application is correct to the best of my knowledge and understand that deliberate falsification of this information is grounds for dismissal in accordance with Sears, Roebuck and Co. policy. I authorize the references listed above to give you any and all information concerning my previous employment and any pertinent information they may have, personal or otherwise, and release all parties from all liability for any damage that may result from furnishing same to you. In consideration of my employment, I agree to conform to the rules and regulations of Sears, Roebuck and Co. and my employment and compensation can be terminated, with or without cause, and with or without notice, at any time, at the option of either

4-3-8

STATE OF LOUISIANA

DEPARTMENT OF CIVIL SERVICE

P. O. BOX 44111 CAPITOL STATION
BATON ROUGE LOUISIANA 70804

APPLICATION FOR STATE EMPLOYMENT

SF 10 (REV. 1/71)

☐ MR.
☐ MRS.
☐ MISS
(FIRST) (MIDDLE) (LAST)

STREET ADDRESS OR BOX NUMBER

CITY OR TOWN AND STATE

HOME PHONE NUMBER

OFFICE PHONE NUMBER

1. SEX ☐ MALE ☐ FEMALE

RACE ☐ WHITE ☐ COLORED ☐ OTHER

2. DATE OF BIRTH Mo. Day Yr.

PLACE OF BIRTH

3. VOTING PARISH

4. SOCIAL SECURITY NUMBER

5. MARITAL STATUS ☐ Single ☐ Married ☐ Divorced ☐ Widowed ☐ Separated

6. HEIGHT WEIGHT

Failure to answer all questions in this application may lower your score or cause your application to be delayed or rejected.

TITLE OF POSITION (S) FOR WHICH YOU ARE APPLYING

DO NOT WRITE

7. MINIMUM ACCEPTABLE SALARY

8. YOU WILL BE SCHEDULED TO TAKE THE EXAMINATION AT THE CENTER NEAREST YOUR HOME ADDRESS UNLESS YOU INDICATE A DIFFERENT EXAMINATION CENTER BELOW

PRINT YOUR NAME HERE
(LAST)
(FIRST)
(MIDDLE)

INDICATE "YES" OR "NO" BY PLACING "X" IN PROPER BLOCK	YES	NO
9. Will you accept employment anywhere in the State? If not, list area or parish where you will work.		
10. Will you accept permanent employment?		
11. Will you accept temporary employment?		
12. Will you accept part time employment?		
13. May inquiry be made of your present employer concerning your character, qualifications, etc.?		
14. In what parish (county) are you presently residing?		
15. Are you a registered voter of Louisiana?		
16. Do you now hold, or are you a candidate for, an elective public office? (See Note A, Page 4)		
17. Can you drive an automobile?		
18. List any physical or mental defects, disabilities, or chronic diseases which you have		
19. Are you now, or have you ever been, a member of any foreign or domestic organization, association, movement, group or combination of persons which is Totalitarian Fascist, Communist, or Subversive or which has adopted, or shows a policy of advocating or approving the commission of acts of force, or violence to deny other persons their rights under the Constitution of the United States, or which seeks to alter the form of government of the United States by unconstitutional means?		

INDICATE "YES" OR "NO" BY PLACING "X" IN PROPER BLOCK	YES	NO
20. Within the past 10 years, have you been discharged from a position because your conduct or work was not satisfactory?		
21. Within the past 10 years, have you resigned a position after being notified that your conduct or work was not satisfactory?		
22. Have you been arrested within the past 10 years? (Arrest or conviction is not an automatic bar to employment. Each case is considered on its individual merits.)		
23. Have you been charged, indicted, or summoned into court as a defendant within the past 10 years?		
24. Within the past 10 years, have you been held by Federal, State or other law enforcement authorities for any violation of any Federal law, State law, Parish or Municipal law, regulation or ordinance?		
24.1 Have you ever been convicted of a felony?		
24.2 If the answer to question 24.1. is "Yes", have you obtained a pardon with restoration of citizenship?		
If yes, give date, place, alleged offense or violation, penalty, and other information below. (See Note C, Page 4)		

Use this space to explain "Yes" answers to questions 16, 19, 20, 21, 22, 23, 24, 24.1, and 24.2

SERIES NO 1.3	IDENT. NO 4.7	S.R 61	DOB 62.63	MP 67.68	VS 69	EXAM. CEN 70.71

TIME LETTER

4-3-8

25. Education and Training: Answer each question that applies to you

A. HIGHEST SCHOOL GRADE COMPLETED	C. DID YOU RECEIVE A HIGH SCHOOL DIPLOMA OR EQUIVALENCY CERTIFICATE? ☐ YES ☐ NO	D. NAME AND ADDRESS OF HIGH SCHOOL DIPLOMA OR EQUIVALENCY CERTIFICATE AND DATE RECEIVED
B. DATES ATTENDED HIGH SCHOOL		

E. COLLEGE OR UNIVERSITY NAME AND LOCATION	DATES ATTENDED		CREDIT HOURS		DEGREE RECEIVED AND DATE RECEIVED
	FROM	TO	SEMESTER HOURS	QUARTER HOURS	

F. PRINCIPAL UNDERGRADUATE SUBJECTS	CREDIT HOURS		G. PRINCIPAL GRADUATE SUBJECTS	CREDIT HOURS	
	SEMESTER HOURS	QUARTER HOURS		SEMESTER HOURS	QUARTER HOURS

H. OTHER SCHOOLS ATTENDED (BUSINESS, TRADE, MILITARY, ETC.) BE SURE TO INCLUDE NAME AND ADDRESS OF EACH SCHOOL, DATES ATTENDED (MONTH AND YEAR), TYPE OF COURSE, AND DIPLOMA OR CERTIFICATE RECEIVED. IF NO DIPLOMA OR CERTIFICATE, INDICATE WHETHER OR NOT YOU COMPLETED THE COURSE

I. TYPING ABILITY WPM	SHORTHAND WPM	J. CAN YOU READ AND WRITE THE ENGLISH LANGUAGE? ☐ YES ☐ NO

K. INDICATE YOUR KNOWLEDGE OF OTHER LANGUAGES	READING			SPEAKING			UNDERSTANDING			WRITING		
	GOOD	FAIR	POOR	GOOD	FAIR	POOR	GOOD	FAIR	POOR	GOOD	FAIR	POOR

26. Licenses, Certificates, and Professional Associations

A. NAME ANY PROFESSIONAL ASSOCIATION OF WHICH YOU ARE A MEMBER

B. PROFESSIONAL LICENSES WHICH YOU HOLD

NAME OF LICENSING AUTHORITY

ADDRESS

C. OTHER LICENSES OR OCCUPATIONAL CERTIFICATES WHICH YOU HOLD

27. Veterans Preference. Disabled veterans, wives of disabled veterans, unremarried widows of deceased veterans, unremarried widowed mothers or divorced or separated mothers of deceased or totally and permanently disabled veterans, should complete Form SF 11 for possible 10 points preference.

A. DATE ENTERED SERVICE	DATE SEPARATED FROM SERVICE	SERIAL NUMBER
B. BRANCH OF SERVICE (ARMY, NAVY, COAST GUARD, ETC.)		RANK AT TIME OF SEPARATION
C. WAS SERVICE PERFORMED ON ACTIVE FULLTIME BASIS WITH FULLTIME PAY AND ALLOWANCES? ☐ YES ☐ NO		D. TYPE OF DISCHARGE (HONORABLE, SATISFACTORY, ETC.)
E. IF YOU SERVED IN PEACETIME ONLY DID YOU PARTICIPATE IN A CAMPAIGN FOR WHICH YOU RECEIVED A BADGE OR SERVICE RIBBON? ☐ YES ☐ NO		IF YES, GIVE BADGE OR RIBBON
F. HAVE YOU HAD SERVICE IN THE NATIONAL GUARD OR RESERVE? ☐ Yes ☐ No	IF YES, GIVE BRANCH, DATES OF SERVICE, ACTIVE OR INACTIVE, AND NUMBER OF MEETINGS ATTENDED PER MONTH	

Instructions for Completing Information on Experience

Start with your present or most recent position and work back.

Use last block or a separate sheet of paper to cover all periods of employment.

If your military service is related to the position for which you are applying, include it in a separate block in its proper sequence.

Use separate blocks if your duties changed materially while working for the same employer. Treat each change as a separate position.

If more blocks are needed use SF 10A "Supplemental Sheet" or a separate sheet of paper the same size as this application. Include the same information which is asked for in the experience block shown below.

Your grade may depend on the accuracy and completeness of this part of your application. Take your time and check back over the application after you have completed it.

28. **Experience:** Start with your present or last position and work back.

A DATE OF EMPLOYMENT (INCLUDE MONTH, DAY AND YEAR) From To	TYPE OF BUSINESS	TITLE OF YOUR POSITION	
FIRM NAME	ADDRESS	CITY AND STATE	
NAME AND TITLE OF IMMEDIATE SUPERVISOR	TOTAL OR AVERAGE HOURS WORKED PER WEEK	BEGINNING SALARY	ENDING SALARY
NUMBER AND TITLES OF EMPLOYEES YOU SUPERVISED (USE SEPARATE SHEET IF NECESSARY)		REASON FOR LEAVING	
DESCRIBE YOUR WORK IN DETAIL			

B DATE OF EMPLOYMENT (INCLUDE MONTH, DAY AND YEAR) From To	TYPE OF BUSINESS	TITLE OF YOUR POSITION	
FIRM NAME	ADDRESS	CITY AND STATE	
NAME AND TITLE OF IMMEDIATE SUPERVISOR	TOTAL OR AVERAGE HOURS WORKED PER WEEK	BEGINNING SALARY	ENDING SALARY
NUMBER AND TITLES OF EMPLOYEES YOU SUPERVISED (USE SEPARATE SHEET IF NECESSARY)		REASON FOR LEAVING	
DESCRIBE YOUR WORK IN DETAIL			

C DATE OF EMPLOYMENT (INCLUDE MONTH, DAY AND YEAR) From To	TYPE OF BUSINESS	TITLE OF YOUR POSITION	
FIRM NAME	ADDRESS	CITY AND STATE	
NAME AND TITLE OF IMMEDIATE SUPERVISOR	TOTAL OR AVERAGE HOURS WORKED PER WEEK	BEGINNING SALARY	ENDING SALARY
NUMBER AND TITLES OF EMPLOYEES YOU SUPERVISED (USE SEPARATE SHEET IF NECESSARY)		REASON FOR LEAVING	
DESCRIBE YOUR WORK IN DETAIL			

4-3-8

D. DATE OF EMPLOYMENT (INCLUDE MONTH, DAY AND YEAR)

From To

FIRM NAME

TYPE OF BUSINESS

ADDRESS

TITLE OF YOUR POSITION

CITY AND STATE

NAME AND TITLE OF IMMEDIATE SUPERVISOR

TOTAL OR AVERAGE HOURS WORKED PER WEEK

BEGINNING SALARY

ENDING SALARY

NUMBER AND TITLES OF EMPLOYEES YOU SUPERVISED (USE SEPARATE SHEET IF NECESSARY)

REASON FOR LEAVING

DESCRIBE YOUR WORK IN DETAIL

E. DATE OF EMPLOYMENT (INCLUDE MONTH, DAY AND YEAR)

From To

FIRM NAME

TYPE OF BUSINESS

ADDRESS

TITLE OF YOUR POSITION

CITY AND STATE

NAME AND TITLE OF IMMEDIATE SUPERVISOR

TOTAL OR AVERAGE HOURS WORKED PER WEEK

BEGINNING SALARY

ENDING SALARY

NUMBER AND TITLES OF EMPLOYEES YOU SUPERVISED (USE SEPARATE SHEET IF NECESSARY)

REASON FOR LEAVING

DESCRIBE YOUR WORK IN DETAIL

29. References. List three persons who are not related to you and who have definite knowledge of your qualifications and fitness for the position for which you are applying. Do not list former immediate supervisors.

	FULL NAME	BUSINESS OR HOME ADDRESS (COMPLETE)	BUSINESS OR OCCUPATION
1			
2			
3			

NOTES

A. Article XIV, Section 15, Paragraph (N) of the Louisiana Constitution provides in part that:

> "No employee in the classified service * * * shall be * * * a candidate for nomination or election to any public office * * *. No person elected to public office shall, while serving in such elective office, be appointed to hold any position in the classified service of the State or a city".

If your answer to Question 19 is "Yes", write the title of the office in the space provided.

B. Applicants may be required to pass a physical examination at time of appointment.

C. All charges other than minor traffic violations must be included, even though they were dismissed. ALL APPLICANTS APPOINTED TO CLASSIFIED POSITIONS WILL BE FINGERPRINTED.

Article VIII, Paragraph 6 of the Louisiana Constitution states as follows: "The following persons shall not be permitted to register, vote or hold office or appointment of honor, trust, or profit in this state, to wit: Those persons who have been convicted under the laws of any other state or of the United States or any foreign government or country of a crime which, if committed in this state, would be a felony, and have not afterwards been pardoned with express restoration of franchise either by the governor of this state or the officer of the state, nation, government, or country having such authority to pardon in the place where the person was convicted and sentenced; those actually confined in any public prison; all interdicted persons, and all persons notoriously insane or idiotic, whether interdicted or not, the restriction contained in this section, however, shall not prohibit the employment by the state of persons convicted of felony if the employment does not require the person so employed to exercise any substantial degree of trust or responsibility over public funds."

D. Any or all of your statements in this application may be investigated to determine their accuracy.

DID YOU RECEIVE ANY ASSISTANCE OR ADVICE IN FILLING OUT THIS APPLICATION? ☐ YES ☐ NO

IF ANSWER IS "YES", GIVE NAME AND ADDRESS OF THE PERSON WHO ADVISED OR ASSISTED YOU

I certify that the answers I have given to each and all of the foregoing questions are true to the best of my knowledge. I know that any misrepresentation herein may cause my application to be rejected, my name to be removed from the eligible register and/or subject me to dismissal from the state service.

DATE

SIGNATURE OF APPLICANT

Materials Needed

4-1-1	Handouts
4-1-2	Dukane Machine Kit "What You Should Know Before You Go to Work" (two filmstrips and records)
4-1-4	Handouts
4-2-1	An ad for a job related to house care and a situation for a thank-you-note on a transparency
4-2-4	"Letter Writing" Kit #372.6 W and 4-2-5
4-2-7	Books, transparencies, and/or posters illustrating activity
4-2-8	Paper and pens for writing notes
4-2-9	Bulletin Board
4-2-10	Handouts
4-2-11	Want Ads
4-2-12	Evaluation
4-3-1	Set up conferences for students and counselors
4-3-2	Handouts and references
4-3-4	Social security applications
4-3-6	Dukane Machine Filmstrips & Tapes "Your Job Interview" "Getting & Keeping Your First Job"
4-3-8	Application forms
4-3-9	Invited guest and Visual Aids he needs
4-3-10	Materials for posters
4-3-11	Letters of application
4-3-12	Want Ads
4-3-13	"Unmailable Letter" list from 4-2-2

4-5-1	Employee's withholding exemptions for each student
4-6-2	Overhead, felt-tipped pen, transparency, and blank checks for each class member.
4-6-4	Correct letters of order
4-7-0	Sears Catalogues Zone chart for postage Envelopes
4-8-0	Teacher examples of role play to cover the unit

BIBLIOGRAPHY

Bolles, Richard Nelson. What Color Is Your Parachute? Berkeley, California: Ten Speed Press, 1972.

Gable, Dorothy Y. How To Get A Job And Keep It. Austin: Steck-Vaughn Company, 1969.

Kryston, Victor and Portia Meares. Know What I Mean. San Francisco: International Society for General Semantics, 1972.

Lee, Miriam. Jobs In Your Future. New York: Scholastic Book Services, 1957.

Loeb, Robert H., Jr. Manners At Work. New York: Association Press, 1967.

MacGibbon, Elizabeth Greg. Manners In Business. New York: The MacMillian Company, 1958.

Spitze, Hazel Taylor and Patricia H. Rotz. Where Does the Money Go? Austin: Steck - Vaughn Company, 1969.

Stewart, Marie M. and others. Business English and Communication. Dallas: MacGraw - Hill Book Company, 1969.

Tressler, J. C. and Maurice C. Lipman. Business English In Action. Boston: D. C. Heath and Company, 1957.

Udvairi, Stephen S. and Janet Laible. Family Money Management. Austin: Steck - Vaughn Company, 1973.

Natchitoches Parish Schools

UNIT REVIEW SHEET

Course______________________________ Teacher______________________________

Unit Title___________________________ Date_________________________________

Beginning Date_______________________ End Date_____________________________

I. Time Spent on Unit

Objectives	Estimated Time	Actual Time	Date Completed	Comments

II. Objectives Covered

A. Covered all objectives: Yes _____ No _____

B. Objectives *not* covered:

Objective Number	Reasons

III. Appropriateness of Objectives, Activities, Materials, and Evaluation.

A. All objectives were appropriate: Yes ____ No ____

B. Objectives not appropriate:

Objective Number	Reasons

IV. Suggestions for Improving the Unit

____

____

____

____

____

____

OVERVIEW: RESEARCH

The purpose of research is to discover, investigate, and interpret facts and then revise these findings in an organized summation suited not only to inform the reader but also to interest him in a career. To be resourceful within the classroom involves all the necessary writing skills which have been developed by the student throughout his academic career.

The need for good punctuation, capitalization, diction and grammer is evident throughout this research unit. These needs, however, are academic. The student must also learn to discipline himself in the task of preparing a well-organized and well-written paper. The student not only makes use of knowledge he has gained in the past but also accepts the responsibilities which coincide with the writng of a good research paper.

UNIT V
RESEARCH

5-0-0 At the end of the unit on research, house care students will demonstrate their knowledge of the researching and writing of a well-developed and informative paper by satisfactorily meeting the demands of that paper as stated by the classroom teacher.

5-1-0 During several class periods, the teacher will explain the techniques involved in beginning a research paper as evidenced by the project monitorial system.

5-1-1 Introduce the unit by using the film, "The Research Paper."

5-1-2 Discussion of film.

5-1-3 Have students discuss topics of interest that are related to house care.

5-1-4 Give the students a list of suggested topics as a handout.

5-1-5 Students discuss the handout and make a choice of a topic from their list or teacher's list.

5-1-6 Go to the library and begin collecting materials for topics, also collect from areas in town.

5-1-7 Teach note taking by using parts of filmstrips.

5-1-8 By reviewing the filmstrips and teaching examples like the handouts, begin note taking. Use Reader's Digest, October, 1969, pages 99-104 as a reference. Use handouts 5-1-8-A and 5-1-8-B.

5-1-9 Read references and do several note cards for the teacher to check.

5-1-10 Show filmstrip, "How to Narrow Your Topic." Discuss.

5-1-11 Assist each student in narrowing his topic, if needed.

5-1-12 Teach outlining by using handouts. Use 5-1-12-A for students; use 5-1-12-B for independent check.

5-1-13 Small group may view the filmstrip, "Making the Outline."

5-1-14 Discuss outlining forms and techniques.

A. Topic outline
B. Sentence outline

5-1-15 Refer to handouts in activity 5-1-12. Have students change the topic outline to a sentence outline, then exchange papers and evaluate. Give handouts 5-1-15-A, 5-1-15-B, and 5-1-15-C for assistance.

5-1-16 Read, take notes, and begin the rough draft.

5-1-17 Teach students how to make correct bibliography cards. Use handouts 5-1-17-A, 5-1-17-B, and 5-1-17-C.

5-1-18 Teach footnotes; pass to each student handouts of samples.

5-1-19 Proofread the rough draft.

5-1-20 Revise the rough draft.

5-1-21 Make the final bibliography.

5-2-0 During three class periods, the teacher will instruct the home service students in the writing of a final copy of their research papers as evidenced by the project monitorial system.

5-2-1 Write the final copy.

5-2-2 Hand in research materials.

5-3-0 At the end of the research unit, the teacher will collect, score, and compile results in reference to the student's ability to write a research paper correctly and neatly as evidenced by a teacher-made standard chart, which will include:

Purpose
Organization
Material

Expression
Mechanics
Form

RESEARCH TOPICS FOR HOUSE SERVICES

1. Ovens
    - A. Advantages and Disadvantages of the Microwave Oven
    - B. Radiation and the Microwave Oven
    - C. Electronic Cookery
2. Kitchen Planning
3. Safe Storage of Foods
4. How Does A Refrigerator Cool?
5. Efficiency of Washing Machines
6. Gas vs. Electric Dryers
7. Furniture Styles
8. Refinishing Furniture
9. House Styles - Architecture
10. Window Treatment
11. House Sites - Sanitation, Drainage Building Codes
12. Cleaning Agents
13. Arranging Furniture for Best Use and Saving of Steps
14. Time and Energy Saving Practice
15. Job Opportunities, Salaries in the Natchitoches Area for House Care Services.
16. Safety Practices in the Home
17. Comparative Shopping: Household Equipment
18. Simple Repairs
19. Landscaping
20. Making My Room More Attractive

5-1-4 (Cont.)

21. History of Chinaware
22. Coordinating Table Appointments
23. Comparative Study of Cookware
24. Study of Color
25. The Textile Industry
26. The Interior Decorator: Occupational Outlook
27. Comparative Study of Floor Covers
28. Floral Assistant: Occupational Outlook

5-1-8-A

HOW TO TAKE NOTES

Reader's Digest, October, 1969, Pages 99-104

Read the first paragraph, page 99.

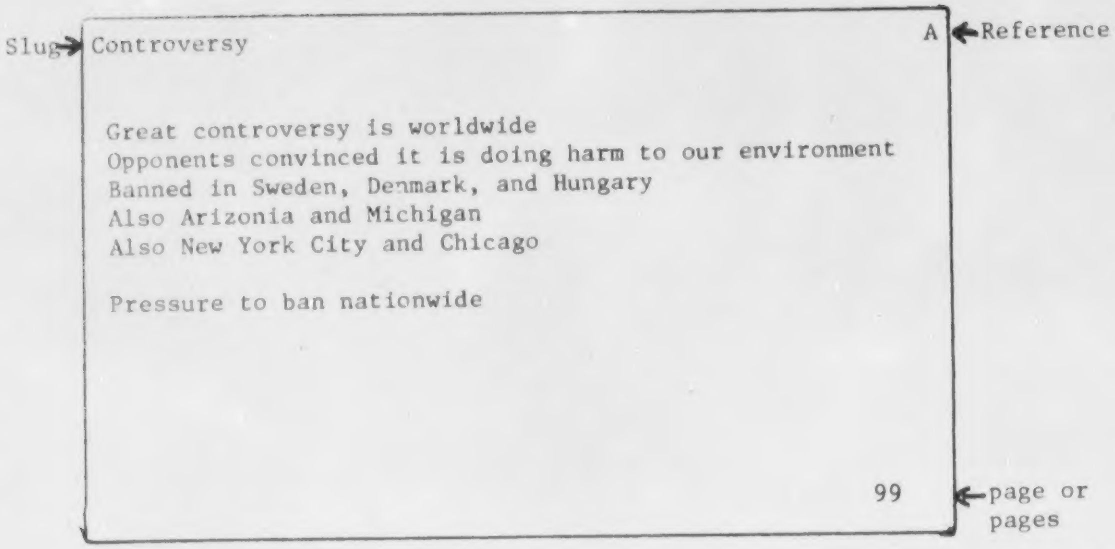
Slug → Humanitarian benefits

A ← Reference source

1. Cheap and easily applied
2. Saved millions of lives through the prevention of insect - borne diseases
   Examples: malaria
   typhus
   encephalitis
3. Proven harmless to man, little damage to wildlife.

99 ← page or pages

EXAMPLE 2, NOTES



Controversy

A

Great controversy is worldwide
Opponents convinced it is doing harm to our environment
Banned in Sweden, Denmark, and Hungary
Also Arizonia and Michigan
Also New York City and Chicago

Pressure to ban nationwide

99

Slug
Reference
page or pages

Below are two simple outline forms, (A) and (B). Using a pattern, rearrange the groups of topics into two simple outlines. The title of each is found among the topics. Find it first.

(A).

I.	A.		outdoors	informal affairs
	B.		around the campfire	backyard cook-outs
	C.		hobo	
II.	A.			
	B.		indoors	white tie and tails
	C.			picnic in the woods
	D.		my favorite kinds of parties	swimming parties

(B).

I.	A.		making dool clothes	on a commercial track
		1.	adult models	sightseeing
		2.	sewing hobbies	
		3.		hobbies for both
		4.	knitting	music
	B.			baseball
	C.			
		1.	cooking	football
		2.	miniture car racing	
II.	A.		ball	
		1.		doll collections
		2.	hobbies to pursue	photography
	B.			dancing
		1.		

5-1-15-A

TOPIC OUTLINE

I. Main point

A. Subpoint of I

B. Subpoint of I

1. Detail of B

2. Detail of B

II. Main point

A. Subpoint of II

1. Detail of A

a. Detail of 1

b. Detail of 1

2. Detail of A

B. Subpoint of II

III. Main point

SENTENCE OUTLINE

I. This is a main point.

A. This is a subpoint of I.

B. This is a subpoint of I.

1. This is a detail of B.

2. This is a detail of B.

II. This is a main point.

A. This is a subpoint of II.

1. This is a detail of A.

a. This is a detail of 1.

b. This is a detail of 1.

2. This is a detail of A.

B. This is a subpoint of II.

III. This is a main point.

5-1-15-C

Correct the following outline. Circle the errors; then correct them.

Outline

I. Main point.

A. Subpoint of I.

B. Subpoint of I.

1. detail of A

2. detail of A

II. Main point.

A. Subpoint of II.

1. detail of A.

a. detail of 1.

b. detail of 1.

2. detail of A.

B. Subpoint of II.

III. Main point.

What type of outline is this? ______________________________

GUIDES TO THE FORM
OF A
WORKING BIBLIOGRAPHY

1. Use ruled cards, 3 x 5 inches.
2. Make a card for each book, bulletin, article, pamphlet, or interview.
3. Arrange the cards in alphabetical order.
4. The information placed on these cards will later go into your final bibliography.

Card For a Book, Pamphlet or Document

Greenleaf, Walter James

Occupations and Careers. New York: McGraw-Hill Book Co., 1955.

Has interesting material but statistics are outdated.

371.42
G

Card for a Magazine Article

Adams, Nathan M.

"Hitchhiking--Too Often the Last Ride." Reader's Digest, Vol. 103 (July 1973), 61.

Card for a Encyclopedia Article

"Eclipses in History." Encyclopedia Britannica, 1963 edition, VII, 909-12.

GUIDES FOR
FINDING
BIBLIOGRAPHY MATERIAL

1. Consult first of all general references, such as encyclopedias.
   - (a) If your topic is a narrow one, look under a related, broad topic.
   - (b) Look in the index volume for additional references for a subject.
   - (c) Read carefully to get a general background for your subject.
   - (d) Make a bibliography card for each source that you read.
2. Look in special reference books for additional sources that you may want to consult.
3. Talk to your librarian. She may refer you to other guidebooks and bibliographies.
4. Make full use of The Reader's Guide.
5. Use the card catalogue.
6. Make out cards for pamphlets and bulletins.
7. Make out cards for interviews.

SAMPLE FOOTNOTES

-1-18

1. A book with a single author:

[1] Northrop Frye, Anatomy of Criticism: Four Essays (Princeton: University Press, 1957), p. 52.

[2] Frye, pp. 345-47.

2. A piece from a monthly magazine:

[3] Irving Howe, "James Baldwin: At Ease in Apocolypse," *Harper's* Sept. 1968, pp. 92-100.

3. A piece from an encyclopedia:

[4] "Vocational Guidance," *The World Book Encyclopedia*, 1972, 20, 350.

MATERIALS NEEDED

5-1-1	16 mm Film: "The Research Paper"
5-1-5	Handout
5-1-6	Library facilities
5-1-7	Filmstrips: Reader's Guide "A Research Paper on William Shakespeare"
5-1-8	Handouts 5-1-8-A 5-1-8-B Reader's Guide, October, 1969, pages 99-104
5-1-9	References for students Notecards
5-1-10	Filmstrip projector Filmstrip: "How to Narrow Your Topic"
5-1-12	Handouts 1-1-12-A 1-1-12-B
5-1-13	Filmstrip projector Filmstrip: "Making the Outline"
5-1-15	Handouts 1-1-12 1-1-15-A 1-1-15-B 1-1-15-C
5-1-17	Handout
5-1-18	Handout
5-3-0	Teacher-made chart to be used for evaluation

SAMPLE FOOTNOTES

1. A book with a single author:

[1] Northrop Frye, Anatomy of Criticism: Four Essays (Princeton: University Press, 1957), p. 52.

[2] Frye, pp. 345-47.

2. A piece from a monthly magazine:

[3] Irving Howe, "James Baldwin: At Ease in Apocolypse," Harper's Sept. 1968, pp. 92-100.

3. A piece from an encyclopedia:

[4] "Vocational Guidance," The World Book Encyclopedia, 1972, 20, 350.

MATERIALS NEEDED

5-1-1	16 mm Film: "The Research Paper"
5-1-5	Handout
5-1-6	Library facilities
5-1-7	Filmstrips: Reader's Guide "A Research Paper on William Shakespeare"
5-1-8	Handouts 5-1-8-A 5-1-8-B Reader's Guide, October, 1969, pages 99-104
5-1-9	References for students Notecards
5-1-10	Filmstrip projector Filmstrip: "How to Narrow Your Topic"
5-1-12	Handouts 1-1-12-A 1-1-12-B
5-1-13	Filmstrip projector Filmstrip: "Making the Outline"
5-1-15	Handouts 1-1-12 1-1-15-A 1-1-15-B 1-1-15-C
5-1-17	Handout
5-1-18	Handout
5-3-0	Teacher-made chart to be used for evaluation

BIBLIOGRAPHY

Brown, Don P. Writing Unit - Lessons in Composition. Dallas: Ginn and Company, 1964.

John, Mellie and others. The New Building Better English II. Elmsford, New York: Harper and Row, 1965.

Lee, Miriam. Jobs in Your Future. New York: Scholastic Book Services, 1967.

PAMPHLETS

The MLA Style Sheet, Second Edition. The Modern Language Association of America, 1970.

Natchitoches Parish Schools

UNIT REVIEW SHEET

Course ______________________ Teacher ______________________

Unit Title ______________________ Date ______________________

Beginning Date ______________________ End Date ______________________

I. Time Spent on Unit

Objectives	Estimated Time	Actual Time	Date Completed	Comments

II. Objectives Covered

A. Covered all objectives: Yes _____ No _____

B. Objectives not covered:

Objective Number	Reasons

UNIT VI

ENRICHMENT MATERIALS

OVERVIEW: ENRICHMENT MATERIALS

There are certain basic skills that are the backbone on any English program. If these skills are ignored or given little concern, the students will--more than likely--fail to function well in communication, both oral and written. For this reason the enrichment materials, giving practice in these skills, have been included.

These materials are to be used from time to time throughout the year to supplement the regularly scheduled class activities. They are not designed to enrich any one particular unit; rather, each of these activities may be "pulled" and used by individuals who need special help or by the entire class as a "booster." These activities are good for keeping in practice during the year.

SPELLING: HARD WORDS

1. The following twenty-five words are frequently misspelled by high school students. Note the underline hard spots. All right, like all wrong, is two words.

acquaintance
all right
anyone
anything
believe

benefit
business
committee
difference
everything

grammar
immediately
independent
meant
necessary

night
occurred
pleasant
possession
received

separate
therefore
together
until
writing

2. Master these words often confused:

Too (adverb) = excessively or also; to (preposition) = toward; two = the number 2.

Their is a possessive pronoun: "their office," "their typewriter." There is an adverb: "Put it there"; "Is there any mail?"

It's = it is: "It's snowing." "It's too late." Its is a possessive pronoun: "its cost," "its name."

PRACTICE 1. SPELLING CORRECTLY WORDS OFTEN CONFUSED

Insert too, to, or two in each blank. Be ready to write the sentences from dictation.

1. It's ____________ early ________ give a complete report.
2. Give ____________ copies ________ the file clerk.
3. Are you going __________ the conference ________?
4. Is this ________ much sugar ________ add for ________ extra servings?
5. Mr. Moore works __________ hard.
6. Where are __________ coats?
7. I haven't been ________ recently.
8. Do you know __________ titles?
9. __________ products are reliable.
10. __________ will be a brief intermission.

Insert it's or its in each blank.

11. __________ time to place your order.

12. No-Moth has outdistanced ___________ competitors.

13. Has the Accounting Department submitted __________ report?

14. __________ the latest model.

15. __________ time to go to the conference.

3. Other confusing words often misspelled are:

Affect (verb) = influence; effect (verb) = bring about; effect (noun) = result.

Loose (adjective pronounced "loos") = not tight; loose (verb pronounced "loos") = unbind, relax, free; lose (verb pronounced "looz") = not to have any longer.

Principal (adjective) = head of a school, leader, sum placed at interest, one who employs another to act for him; principle (noun) = law, truth, doctrine, moral rule.

PRACTICE 2. SUPPLYING THE CORRECT SPELLING

Insert affect or effect in each blank.

1. The new accounting system will ___________ a saving of five hundred dollars a year.

2. How does cold weather __________ market prices?

3. The new course of study __________s all freshmen but has no ___________ on seniors.

4. Cornflake snow and a wind-blowing machine gave the desired ___________.

5. The accident __________ed Mrs. Robinson's nerves but had no harmful ___________ on her husband.

Supply principal or principle.

6. The assistant cashier was the ___________________ offender.

7. Do you understand the ______________ of collective bargaining?

8. What is the _____________ industry of your community?

9. Since Mr. Thompson is a man of ________________, he will pay promptly both ______________ and interest.

10. Mr. Holmes, the _________________ of our high school, believes Fred a boy of high ____________________s.

Insert loose or lose in each blank.

11. _______________ something? Advertise in our classified columns.

12. Will you please put a clip on those ______________ papers to prevent __________________ing them.

13. Do not ___________ sight of the importance of service.

14. The screw worked _______________ and broke the connection.

15. When a button becomes _____________, one is likely to ___________ it.

4. NOTICE s pronounced zh and ss pronounced sh.

collision division commission expression

confusion occasion concession omission

decision supervision discussion permission

5. These eight words have ai in the last syllable.

again certain Britain entertain

against complain maintain mountain

6. Notice the single o in these five words:

forty lose (verb) move prove whose

MISSPELLING DUE TO MISPRONUNCIATION

CORRECT PROUNCIATION IS AN AID TO SPELLING. If you pronounce these words completely and directly, you will find them easy to spell. Do not add, subtract, or interchange sounds.

accept (receive)
accessories
appropriation
chocolate
gradually
incidentally
industrial
interesting
miniature
particular
postponed
probably
secretary
studying
substitute
suggest

congratulate
describe
description
destroyed
economical
embroidery
February
gasoline
government
interpretation
introduce
itinerary
laboratory
lightning (discharge of electricity)
literally
mahogany
malleable
proportion
proposition
prospect
reciprocate
recognize
refrigerator
remembrance
representative
reputation
surprising
temperature
tentative
tremendous
undoubtedly
variety
vegetable
veterans
whether

FINAL E

FINAL E - A final silent e is usually dropped before a suffix beginning with a vowel and kept before a suffix beginning with a consonant.

love + able = lovable
love + ly = lovely
type + ing = typing
care + ful = careful
guide + ance = guidance
manage + ment = management

IE - Words ending in ie drop the e and change the i to y before ing to avoid two successive i's: die, dying; tie, tying.

CE, GE - Retain the e when adding able to words ending in ce or ge: changeable, peaceable.

EXCEPTIONS: Ten exceptions to the rule about final e are:

argument
awful
canoeing
duly
hoeing
mileage
ninth
shoeing
truly
wholly

PRACTICE Working with Final e

Write the ing form of each of the following:

1. advise ______________________
2. arrive ______________________
3. challenge ______________________
4. come ______________________
5. die ______________________
6. dine ______________________
7. give ______________________
8. have ______________________
9. hope ______________________
10. judge ______________________
11. lose ______________________
12. love ______________________
13. move ______________________
14. pursue ______________________
15. separate ______________________
16. shine ______________________
17. use ______________________
18. write ______________________

Add able to these words:

19. desire ______________________
20. enforce ______________________
21. imagine ______________________
22. live ______________________
23. marriage ______________________
24. pronounce ______________________
25. service ______________________
26. use ______________________

Add ful to these nouns: (No adjective ends in full.)

27. awe ____________________
28. care ____________________
29. hope ____________________
30. revenge ____________________
31. shame ____________________
32. use ____________________

Add ly to these words:

33. affectionate ____________________
34. bare ____________________
35. complete ____________________
36. definite ____________________
37. due ____________________
38. entire ____________________
39. immediate ____________________
40. like ____________________
41. live ____________________
42. severe ____________________
43. sincere ____________________
44. sure ____________________
45. true ____________________
46. whole ____________________

Add ment to these words:

47. argue ____________________
48. encourage ____________________
49. excite ____________________
50. require ____________________

FINAL Y

PRECEDED BY CONSONANT - Y preceded by a consonant becomes i before a suffix: study, studies, heavy, heavily.

Exceptions:

1. Before ing and ish to avoid double i: flying, babyish.
2. In proper names: Marys, Murphys.
3. In some derivatives of adjectives of one syllable: shyly, shyness. (But drier, driest)

PRECEDED BY VOWEL - When a word ends in y preceded by a vowel, the y remains unchanged before all suffixes: obey, obeyed; lay, layer; turkey, turkeys.

PRACTICE Spelling y Words

A. Change each adjective to a noun by adding ness.

1. dizzy ________________
2. dry________________
3. foggy________________
4. happy________________
5. lonely________________
6. neighborly________________
7. spry________________
8. tidy________________

B. On the line write the correct spelling of the verb forms called for.

Example:	Third Person Singular Present Tense	Present Participle	Past Tense
deny	denies	denying	denied
apply	9.	10.	11.
delay	12.	13.	14.
dry	15.	16.	17.
hurry	18.	19.	20.
journey	21.	22.	23.
modify	24.	25.	26.
spy	27.	28.	29.
study	30.	31.	32.
try	33.	34.	35.

DOUBLING FINAL CONSONANTS

DOUBLING FINAL CONSONANTS - Double the final consonant before an ing or ed ending or other suffix beginning with a vowel

if (1) the word has one syllable and ends in a consonant preceded by one vowel: beg, begging, begged.

or if (2) the accent is on the last syllable and the word ends in one consonant preceded by one vowel: conTROL, controlling, controlled, controllable, controller.

Exceptions: The rule for doubling the final consonant holds for the ed and ing endings of such words as preFER and reFER: preferred, referring. However, when the accent shifts to the first syllable, in such words as PREFerence and REFerence, PREFerable, and REFeree, the consonant is not doubled before the suffix. EXcellent, from exCEL, is an exception to the exception.

PRACTICE Doubling Final Consonants

Write the present participle and the past tense of each of the following verbs. Write "Yes" if you have followed the rule for doubling the final consonant. If the rule does not apply and you have not doubled the final consonant, write "No" and give the reason:

(1) Word ends in a vowel.
(2) Accent is not on the last syllable.
(3) Two vowels precede the final consonant.

Examples	Present Participle	Past Tense	Does the rule apply? If not, why?
arrive	arriving	arrived	No. Word ends in a vowel.
suffer	suffering	suffered	No. Accent is not on the last syllab
omit	omitting	omitted	Yes.
fear	fearing	feared	No. Two vowels precede the final consonant.
1. allot			
2. benefit			
3. commit			
4. compel			
5. defer			
6. differ			

7. infer ____________ ____________ ______________________________

8. interfere ____________ ____________ ______________________________

9. limit ____________ ____________ ______________________________

10. occur ____________ ____________ ______________________________

11. offer ____________ ____________ ______________________________

12. profit ____________ ____________ ______________________________

13. ship ____________ ____________ ______________________________

14. transfer ____________ ____________ ______________________________

15. trim ____________ ____________ ______________________________

COMMONLY MISUSED WORDS

1. Affect, effect. Affect is a verb meaning "to influence"; effect is a noun meaning "result"; effect is also a verb meaning "to bring about."
   The change does not affect his pay.
   What effect will the change have?
   The manager wants to affect a change in the schedule.

2. All right, alright. Alright is considered substandard usage.
   The brakes were all right.
   Getting off early is all right with me.

3. Among, between. Use among to discuss three or more; between to discuss two.
   Divide the earnings among the six mechanics.
   Divide the earnings between the two mechanics.

4. Can, may. Can indicates capability or power. May indicates permission.
   You can repair this valve easily.
   You may talk with the superintendent now.

5. Enthused. Enthusiastic is preferred. Enthused is colloquial.
   The gentleman is enthusiastic (not "enthused") about his work.

6. Except, accept. Except means "to leave out," "to exclude"; accept means "to take what is offered," "to accede," "to assent."
   All the cables have been adjusted except one.
   I accept your offer.

7. Its, it's. Its is a possessive pronoun; it's is a contraction for "it is."
   The muffler has lost its muffling power.
   It's time to quit.

8. Lose, loose. Lose means "fail to keep"; loose means "not tight."
   Don't lose the moneybag.
   The valves are loose.

9. Principal, principle. Principal means "main" or primary"; brinciple means "rule" or "law."
   The principal purpose is to gain speed.
   The principal plus interest is due in thirty days.
   The theory is based on sound principles.

10. Quiet, quite. Quiet means "silent"; quite means "entirely" or "complete."

This room is quiet.
The instructions are quite clear.

11. There, their, they're. There is both an adverb and an expletive. Their is a possessive pronoun. They're is a contraction for "they are."

Put the tools over there.
There are three kinds of batteries.
Their report is due today.
They're unsure of their mechanical abilities.

12. Very, real. Very is an adverb; real is an adjective. Do not use "real" to modify verbs, adjectives, or adverbs.

The report was very (not "real") effective.

1.

How Many Do You Know?

Each word in the first column below has a synonym in the second column. Match the synonyms by considering separately each word in the first column and by finding a word in the second column which corresponds to it.

For example, with industrious in mind, run through the second column until you come to a word (or a phrase) that has a similar meaning. In this case the word is hard-working. Indicate your answer by writing "industrious-hard-working."

industrious

erroneous

elevated

apprehensive

cordial

informal

monotonous

without ceremony

high

hearty

glorious

hard-working

stupid

expensive

wrong

fearful

sudden

rolling

not varying

2.

How Many Do You Know?

Here is another pair of lists. In the second column you will find a synonym for each word in the first column. Match them, and on a separate sheet of paper write the synonyms in pairs, like you did above.

bandit

contentment

frenzy

ally

allusion

coronation

lute

regent

infidel

immensity

frankness
substitute ruler
excitement
crowning
beauty
unbeliever
boulevard
vastness
stringed musical instrument
narrow street
robber
finger
indirect reference
associate
eagle
happiness

3. Bad

The word good is overworked. Whenever people want to express approval of anything at all, they are likely to use the word good, though there are hundreds of other words that would more accurately express the meaning that they wish to convey.

Similarly, when people want to express disapproval or dislike of something, they are liable to use the word bad, though there are hundreds of other words which, in special circumstances, would serve them better to express their idea. Just as there was nothing "wrong" with the word good, so there is nothing wrong with bad; but it is lazy and rather stupid to use the same word over and over again, without discrimination, when with a little trouble we can find a word that means what we really want to say. You will find people who drive to church on a bad day and listen to a bad sermon and on the way home see a bad accident at a bad corner or perhaps get a bad headache. Wouldn't it be preferable to call the sermon dull or boring, to describe the accident as serious or fatal, to call the day rainy, wet, wintry, or stormy, and to describe the corner as dangerous, depending in each case upon what one really means?

Here are some sentences containing the word bad. In each case a more suitable word can be found. Write the sentences, substituting for bad a word which more accurately indicates just what you mean to say; select your word from the list below.

(a) He had a bad time at school because he was so bad in his studies and because his behavior was so bad.

(b) There is a bad hill near my house with a bad curve at the bottom on which many bad accidents have occurred.

(c) He was such a bad sailor that I feared he would overturn his sailboat in a bad storm.

unhappy
unskillful
unfortunate
discourteous
poor

serious
steep
heavy
weak
sharp

blind
reckless
great
disobedient
clumsy

furious
unsuccessful
backward
dangerous
fatal

4. Definitions

(a) Some years ago, when radios were still novelties and when people living far from cities and towns had not yet installed radio-receivers, a city man hunting in the backwoods of Maine encountered a trapper who lived there all the year round, fifty miles from the nearest small village.

"You must get bored and lonely," remarked the visitor from the city. "Why don't you buy yourself a radio?"

The trapper looked inquiringly at the other. "What's a radio?" he asked.

"It's a sort of thing you can hear speeches and music through."

"Oh," said the trapper, understanding lighting his face, "you mean an ear-trumpet?"

"No, no. I mean an electrical machine that plays music and things like that."

"You don't mean a phonograph, maybe?" asked the trapper.

It was five minutes before the city visitor succeeded in making the trapper understand. What would you have told the trapper when he asked, "What is a radio?"

(b) Imagine that you have just met someone who has never seen a fog or even heard of one. How would you explain fog to him in such a way that he would not confuse it with rain, smoke, steam, or dust clouds?

(c) What is a chair? Try to make a statement that will not make one think that a bench, a stool, a window-seat, or a table is also a chair.

(d) "A necktie is something worn around the neck for decoration." What do you think of that as a clear definition? If that is an accurate definition of a necktie, then a necklace must be a necktie, too, for it is "something worn around the neck for decoration." Try to make a definition of a necktie which will prevent anyone from thinking that a collar, a fur, or a necklace is likewise a necktie.

5. How Many Do You Know?

In the second column find a synonym for each word in the first column.

fraudulent
slothful
dumfounded
pliable
squalid
pecuniary
avaricious
maroon
mongrel
precipitous

dishonest
flexible
filthy
greedy
lazy
ridiculous
prudent
astounded
financial
of mixed breed
depressing
dark red
hopeful
truthful
glorious
very steep

6. Very

Everyone has in his vocabulary a great many words which he seldom remembers to use. An effective way to remind yourself to put into action some of your most useful adjectives is to stop when you find yourself about to say or write such phrases as "very big," "very old," or "very happy." Instead of using very and a common, overworked adjective, find a single word which by itself means "very big" (such as enormous), "very old" (such as aged or ancient), and "very happy" (such as joyful, joyous, or blissful).

Rewrite the following sentences, substituting for the two underlined words a single word that has the same meaning:

(a) One of the brothers is industrious, but the other is very lazy.

(b) Small children are often very afraid in the dark.

(c) If a person has no money at all, he is very poor.

(d) The bumpers of the new automobile were very bright.

(e) The actions of the clown were very funny.

(f) The hill was very steep.

(g) The weather today is very cold.

(h) After his fortieth birthday, he grew very fat.

(i) He was always very hopeful.

(j) The room was very dirty.

7. How Many Do You Know?

In the second column below find a synonym for each word in the first column. Write the pairs of synonyms on a sheet of paper.

boulder
legislator
globule
pinafore
savor
jaunt
glutton
incumbrance
nucleus
rendezvous

lawmaker
flavor
hat
senate
large rock
safety pin
greedy eater
income
small sphere
meeting place
short trip
apron
hope
burden
shooting star
something new
central part
happiness

SOUND SENSE

In communicating ideas and emotions to listeners, speakers have several advantages that writers lack: they can use gestures, facial expressions, tones of voice, and a variety of noises. Writers can describe gestures, facial expressions, and tones of voice, but they fall down a little on the noises that speakers make. The best they can do is try to approximate the noises by putting letters together. We've all seen these groups of letters, but how many of us stop to "sound out" what the letters represent?

Below is a list of common "words" that writers use to indicate noises that speakers make. Sound them out and match them up with the sentences you think they would go with or replace in conversation. In the blank space before each sentence, put the letter of the "word" that belongs with the sentence.

a. uh-HUH
b. UH-uh
c. Ugh!
d. whew!
e. er, uh
f. hmmmm
g. huh?
h. aha!
i. tsk tsk (tch tch)
j. ow, ouch
k. agh!
l. shhhhh
m. atchoo
n. hssst!
o. huh!

_____1. "Ladies and gentlemen...I should like to ...(Where did I put my notes!)

_____2. "Getting that flat tire off was hot work!"

_____3. "What a shame it had to happen that way."

_____4. "What did you say?"

_____5. "I've got you now!"

_____6. "I don't see how you can stand that peanut butter and banana sandwich."

_____7. "Be quiet-the baby's sleeping."

_____8. "That's my foot you're stepping on."

_____9. "Yes, I agree."

_____10. "Oh, is that so? I don't think much of that!"

_____11. "I can't stand snakes--take it away!"

_____12. "Listen to me, but don't let him notice what we're doing."

_____13. "Goldenrod always brings on my hay fever."

_____14. "No, I don't think so."

_____15. "I know there's something fishy going on here."

GOOD ENOUGH TO EAT

It is surprising how many of the common expressions in our speech contain the names of foods. You've probably been told to put your room in "apple-pie order"; or you may have heard a girl described as "full of sour grapes" when she saw her ex-steady with another date. But these expressions, like those with color words have become cliches. We use them without even thinking of the food mentioned or the vivid word picture contained in the expression.

How many of the cliches can you recognize in the sentences below? See if you can fill in each blank with the missing food word.

1. When Mr. McGrudder spilled the __________ about the boss's surprise party, he found himself in a real_______________(bad situation).

2. Sally dropped things so often she was called __________fingers.

3. Will the United States team bring home the _________from the Olympic games? (come back with victory)

4. Art's jalopy was the __________of his eye.

5. In Central County, the job of postmaster is a political _____________.

6. The movie review described the leading man as a ___________actor.

7. After many fights a boxer may develop a ________________ear.

8. When a favorite batter strikes out, baseball fans express their disapproval with a loud __________________.

9. Don't believe everything that man says; take his words with a grain of_________________.

10. Sarah heard by the ________________that Rod was asking someone else to the dance. (rumor)

11. Janet has a ___________________and _________________ complexion.

12. When Ed got into trouble for cheating, everyone said he was just a bad ___________________ anyway.

13. When my younger brother is feeling his _____________ he is an unbearable tease.

14. Selling dance tickets was ______________. (an easy job)

15. Jane's new job at the bookstore is just her cup of ______________.

ACTIVITY Distinguishing between Words That Sound Alike

Cross out the wrong word or expression in each pair. Prepare to explain your choices.

Front Page

"The trouble with the Wilson Herald is that 1(theirs, there's) 2(to, too) much old news in it," Larry Swenson complained. Larry and I, the [illegible] editor and a reporter, 3(respectfully, respectively), were holding a 4(council, counsel) of war at Hyde's drugstore.

"Nobody needs a newspaper to tell him what the 5(principal,principle) said at award assembly," I said in 6(ascent, assent). "But what can we print 7(accept, except) news of school events?"

Larry grinned. "I 8(all ready, already) have an idea. I 9(know, no) how we can get a scoop on 10(some, sum) national news."

I looked at him suspiciously. Larry's ideas usually mean trouble for me. "Is 11(their, there) a screw 12(loose, lose) in your head?" I asked. "I suppose you want me to 13(rite, write) an editorial about the 14(affects, effects) of the new tax laws. Or have you 15(accepted, excepted) an invitation for me to go along on an 16(ascent, assent) of Mount Everest and send back an eyewitness story?"

17"(Its, It's) much simpler 18(than, then) that," Larry asserted. "The Chicago express that stops right here in town is usually crammed with government officials and important foreign 19(consuls, counsels), 20(beside, besides) one or two of our 21(principal,principle) writers and--"

"Stop orating," I interrupted, "and tell me what 22(your, [illegible]

Larry explained, "All you have to do is climb aboard while the [illegible] in the station and get an exclusive interview with the first eminent person you see. 23(It's, Its) a cinch."

Early Saturday morning I was standing 24(beside, besides) Larry in the station. 25"(Your, You're) a dictator," I mumbled "If you don't stop 26(perseauting,prosecuting) me, my nervous breakdown will be on your 27(conscience, consciousness)."

Larry shoved me toward the train. "Don't waste any time," was his 28(council, counsel). "Interview the first famous person you see."

29(Their, There) didn't seem to be anyone in the first car I entered 30(beside, besides) a housewife and some businessmen. Suddenly the train's whistle blew, signaling 31(eminent, imminent) departure, and I raced out of the car.

When I found Larry, I reported, "I didn't see anyone 32(accept,except) a housewife and some businessmen. And I got off just in time."

"Well, 33(to,too) bad," Larry sighed, but then his face brightened. "I have another idea--"

I only groaned and muttered, "Count me out!"

But when I received the next issue of the Wilson Herald, I gasped. Across the front page was a big headline, "Reporter Seeks Celebrities; Is Nearly Carried Away." 34(Their, There) was the whole story told in Larry's best humorous style. 35"(Its, It's) one of the best pieces I've written," Larry said. "I told you I had another idea."

WORDS OFTEN MISUSED

among, between - *Between* commonly applies to only two objects. *Among* is used for three or more.

> *Between* them Marie and Louise landed the pickerel.
> Mr. Jensen's estate was divided *among* his numerous relatives.

amount, deal of, less, number, many, fewer - *Amount*, *deal of*, and *less* refer to quantity. *Number*, *many*, and *fewer* are used for things that can be counted.

> There were *fewer* booths at this year's carnival, but a larger *number* of tickets were sold, and *many* of the booths were busier than they were last year.

as - Don't use *as* in place of *that* or *whether*.

> I'm not sure *that* I can get the car tonight.

borrow, lend, loan - A person *borrows from* a friend and *lends to* a friend. *Loan* is ordinarily a noun but may be used as a verb, particularly in banking.

> Joanie *borrowed* that evening wrap *from* her cousin.

both, each - *Both* refers to two persons or things; *each*, to an individual person or thing.

> Although *both* twins are artistic, *each* has a different kind of talent.

bring, take - *Bring* and *take* are opposites. To *bring* means "to convey toward the speaker." To *take* means "to convey away from the speaker."

> When you go over to Marcia's house, please *take* this pie plate to her mother and *bring* back my rolling pin.

doubt that - After *doubt*, *that* is preferred to *but that* or *but what*.

> I didn't doubt *that* George Johnson was the best wrestler in the school.

either, neither - Use *either* and *neither* only when the choice is between two persons or things. With more than two, use *any* or *none.*

> *None* of the three candidates has the necessary majority.

following - Following isn't a preposition; use *after*.

> Is Honey Mitchell giving a party *after* the game?

graduate - *Graduate* doesn't take a direct object. Say "graduate *from* high school" or "was graduated *from* high school."

Both my parents graduated from Ohio State.

had of - Never add an of to had.

If Jim had come out earlier in the season, he could have made the team.

in, into - Use into ordinarily to express notion from one place to another.

Last summer Billy fell into the Big Buffalo Creek.

learn, teach - To learn is "to acquire knowledge or skill." To teach is "to give instruction."

Wally Nethers taught me to tie trout flies.

likely, liable, apt - Do not use liable or apt when you mean simply likely. Likely is the general term to indicate probability. Liable means "unpleasantly likely"; as, a paratrooper is liable to break a leg if he doesn't relax as he falls. Apt means "having an habitual tendency," as, Brandt is shy and he's apt to be nervous at parties.

You're likely to run into Bob Deems, my favorite cousin, at the state basketball championship.
We are liable to be arrested if we drive too fast.
Dad is absent-minded and apt to forget the car keys.

majority, plurality - Majority means either "more than half of the votes one candidate has over the sum total of all votes for other candidates." Plurality means "the number of votes one candidate has over the number received by any candidate."

With only 97 votes out of 312 Mary Jean didn't have a majority, but she had a plurality of 14 over the next candidate.

off of - Don't say "off of" for off. Don't use either "off of" or off for from.

Clear your test tubes off the lab tables.
I got this red pencil from Jodie during lunch period.

same - Don't use same as a pronoun.

I received your note yesterday and appreciated it greatly.

say - Don't use say with an infinitive to mean "give orders."

Miss Wilson told us to study our lines while she answered the phone.

stop - Don't use stop when you mean stay.

We stay in Monterey for at least two weeks every summer.

sure - Sure is an adjective. Don't use it as an adverb.

Dick Sanders was certainly happy when he drove in the winning run.

where - Don't use where for that.

Did you see that Gus Bell hit a homer yesterday with the bases loaded?

ACTIVITY Using Words Correctly

Select the correct or preferred word or expression of each pair and cross out the other one. Prepare to explain your choices.

1. I read in the almanac (that,where) the Nobel Prize for Medicine has sometimes been divided (among,between) three people.

2. I don't doubt (but that, that) I can (borrow,loan) a dime from Bud.

3. Aristotle, the (eminent, imminent) philosopher, (learned,taught) young Alexander the Great everything he could about government.

4. Both Theodore Roosevelt and Franklin Roosevelt were Harvard (alumnae, alumni); Theodore (graduated, graduated from) Harvard in 1880 and Franklin in 1904.

5. I don't know (as, whether) Spanish is a more useful language (than, then) French.

6. (A good deal of, Many) English Whigs, because of their political (principals, principles), favored the American side during the Revolutionary War.

7. (After, Following) the dance Arthur and Bobby will (bring, take) us to a new restaurant south of town.

8. In the early days of baseball, players on major teams were more (apt, likely) to play for love (than, then) for money.

9. The first thing Mike (learned,taught) me was to get on and (off, off of) a horse on the left side.

10. During the hot Italian summers, wealthy Romans were (liable, likely) to leave the city and (stay, stop) at villas in seaside resorts.

11. I (certainly, sure) was relieved to get my wallet back, and I thank you very much for returning (it, same).

12. (After, Following) World War II control of Berlin was divided (among, between) the four major Allied powers.

13. Dad heard on the radio (that, where) Wisconsin will go to the Rose Bowl unless they (loose, lose) to Michigan Saturday.

14. Was Lady Macbeth's guilty (conscience, consciousness) the (principal, principle) cause of her sleepwalking?

15. Some countries had to (borrow loan, a great deal of, many) men and machines from other countries to restore war-damaged industries.

16. If there were (fewer,less) members on the executive (council,counsel), business would be done more efficiently.

17. Since (neither,none) of Charlemagne's three grandsons was strong enough to control the whole empire, the Partition of Verdun divided the territory (among, between) them.

18. The helicopter rescue crew (certainly, sure) had trouble getting the survivors (off, off of) the ice floe.

19. There's no doubt (but that, that) Chuck would be on the varsity now if (he'd, he'd of) transferred from Senn High earlier.

20. In this limestone bed you're (liable, likely) to find a large (amount, number) of marine fossils.

21. Sally doesn't know (as, whether) she wants to (accept, except) Jeep's bid to the prom.

22. If your grip is too (loose, lose), the ball will bounce (off, off of) your racket at the wrong angle.

23. You will (certainly, sure) fall (in, into) the pool if you aren't careful.

24. Mother (said, told us) to hold tight and not fall (off, off of) our horses.

25. Will you (bring, take) this sweater to Bobby and tell him to come (in, into) the house before he gets cold.

Nouns have four properties: person, gender, number, and case.

1. Person shows whether a noun denotes the speaker (first person); the person spoken to (second person); or the person spoken of (third person).

   I, the chairman, called the meeting to order. (first person singular)
   We staff members are giving Joe a present. (first person plural)
   You, Ed, are to blame. (second person singular)
   You people in the front row must move back. (second person plural)
   He, that small child, saved my life. (third person singular)
   They, the men that you named, have joined the club. (third person plural)

2. Number shows whether a noun refers to one (singular number) or more than one (plural number): boy (singular); boys (plural).

3. Gender is the distinction according to sex.

   Masculine gender: The man did his work well.
   Feminine gender: Six girls volunteered to help.
   Neuter gender (without sex): Fill the box with sand.
   "Common gender" is a term sometimes applied to nouns that may be either masculine or feminine: clerk, pianist, worker.

4. Case denotes the relationship of a noun to other words in the sentence. The English language uses three cases: nominative, possessive, objective (sometimes called accusative).

Select all nouns in the following sentences. Tell what kind of noun each is; classify it as to number and gender.

1. Jim Lee is a member of the senior class of Lane High School.

2. Mother baked a cake and two pies for the picnic.

3. There has been a slight change in the plans.

4. Campers at Lake Breezy enjoy the sunshine.

5. At dawn airplanes brought help to the survivors.

6. Many explorers have described the loneliness of life in the Arctic.

7. In the nineteenth centrury, the United States rose to power.

8. Is that flock of sheep still grazing in the east meadow?

9. The treasure was found in the hold of the ship.

10. The bond of friendship held the students together.

WHAT TO REMEMBER ABOUT PRONOUNS

1. (Definition)-A pronoun is a word that takes the place of a noun.

   (a) (Definition)-Personal pronouns refer to the speaker: I, my, mine, me, we, our, ours, us; the one spoken to: you, your, yours; or the one spoken of: he, his, him, she, her, hers, it, its, they, their, theirs, them.

   (b) (Definition)-Compound personal pronouns combine personal pronouns with self or selves: myself, yourself, himself, herself, itself, ourselves, yourselves, themselves.
      (1) (Definition)-A reflexive pronoun when used as any kind of object renames the subject: John did himself an injustice.
      (2) (Definition)-An intensive pronoun emphasizes another pronoun or a noun; it is in apposition with the word to which it refers: I made that rug myself. He himself came.

   (c) (Definition)-Relative pronouns are both pronouns and connectives. As connectives, they introduce a dependent clause and refer to an antecedent in an independent clause. They include who, whose, whom, which, that, whoever, whomever, whichever, whatever. Show me the book that you wrote. He is the one who called me.

   (d) (Definition)-Interrogative pronouns ask questions. They are who, whose, whom, which, and what: With whom did you come?

   (e) (Definition)-Demonstrative pronouns point out. They are this, that, these, those: This is one hat that I really like.

   (f) (Defintion)-Indefinite pronouns do not point out specifically. They include another, any, anybody, anyone, anything, both, each, either, everybody, everyone, everything, many, neither, nobody, none, no one, one, other, some, somebody, someone, such. Everyone has agreed. I don't know anyone in Detroit.

(2) (Definition)-The antecedent of a pronoun is the word or words for which it stands: Has Phil come? Usually he is here early.

THE RULES

Rule 1. Be sure that a pronoun agrees in person, number, and gender with its antecedent. (Definition)-An antecedent is the noun (or other substantive) to which the pronoun refers.

Tom laughed as he made the remark. (third person, singular number, masculine gender; antecedent, Tom)

Rule 2. Unless you know that the antecedent is feminine, use his to refer to these singular indefinite pronouns: another, anybody, anyone, each, either, everybody, everyone, neither, nobody, no one, somebody, someone.

Neither of the girls did her share. Did anyone give his name?

Rule 3. Use either one's or his to refer to the antecedent one. Some authorities consider one's the better usage.

One needs to keep one's (or his) head in an emergency.

Rule 4. Use their to refer to the antecedent both and his or her to refer to the antecedent each. Use his or her also to refer to an antecedent limited by each, every, either, or neither.

Both wore their (not his) medals. Each one has his (not their) lunch.

Rule 5. Avoid using a possessive noun as an antecedent.

WRONG: This is my aunt's car who lives in Cleveland.
RIGHT: This car belongs to my aunt who lives in Cleveland.

Rule 6. Use the neuter personal pronoun it whenever the sex of a person or animal referred to is unknown.

A dog loves its master. My puppy Polo loves his master.

Rule 7. Be sure that the reference to an antecedent is clear.

VAGUE: George told Phil that he (who?) was expected at the party.
CLEAR: George told Phil, "You are expected at the party."
CLEAR: George told Phil, "I am expected at the party."

Rule 8. For clarity, avoid using which, it or that to refer to [illegible] idea of a clause or a sentence.

POOR: I received an A in trigonometry, which pleased me.
BETTER: The fact that I received an A in trigonometry pleased me.
POOR: He was criticized by some of his friends. That worried him.
BETTER: He was worried because some of his friends criticized him.

Rule 9. Avoid reference to an implied antecedent.

We took a trip to England. They are hospitable people.
We took a trip to England. The English are hospitable people.

EXERCISES

A. List each personal pronoun in the following sentences and tell how it is used. Name the antecedent if it is expressed. Exchange papers for checking.

1. Mr. Wood, the sheriff has made you a deputy.______________________

____

2. My employer is he in the brown suit.______________________________

____

3. Do you see them often? Do they ever ask you about me?____________

____

4. The teacher appointed two girls, her and me.______________________

____

B. In these sentences locate each pronoun and tell how it is used. Make this an oral or a written exercise.

1. Who likes these better? Has everybody seen them?_________________

____

2. Those are some of the best samples. Nobody likes this or that, however.

____

3. Such are the plans. To which of them does anyone object?__________

____

4. What can anyone suggest? Many of you have much to offer.__________

____

C. These sentences contain compound personal pronouns. Classify them as intensive or reflexive. Tell how they are used.

1. Clyde painted the house himself.______________________________

2. Jones hurt himself on that play.______________________________

3. Give yourself a fair share.___________________________________

4. She herself saw you.____

LEARNING ACTIVITIES IN USING PRONOUNS AND THEIR ANTECEDENTS

A. Some of the following sentences contain errors in agreement of a pronoun with its antecedent. Others do not refer clearly to an antecedent. Rewrite the sentences correctly. Go over them in class, explaining each change that you made. Use the preferred form if there is a choice.

1. This purse came from Cuba. They do fine work with leather.
2. Each of you should check your own paper carefully.
3. I borrowed the Baker's rake who live nextdoor.
4. Somebody left their notes on the desk.
5. A crow perched on a nearby fence post. I watched him curiously.
6. Nobody has called for these papers. That surprises me.
7. Everyone should enjoy their work.
8. Both of the women forgot to wear her earrings.
9. A baby soon develops its own personality.
10. Everyone in the girls' camp had their own work to do.
11. Elanie told Marilyn that she was expected to leave early.

B. Practice reading these sentences correctly in your small groups.

1. Hasn't either of them finished their translation?
2. Neither one is wearing their new shoes.
3. A black cat made his way accross our path.
4. Charles wrote David that he could help him.
5. Neither Lavonne nor Frances has given their book report.
6. Each of the girls has their own choice to make.
7. Everybody in school has had their lungs X-rayed.
8. We had our cameras with us but didn't take many.
9. Tell me again your cousin's address who moved to Waco.
10. Does either of you want their coffee now?

AGREEMENT OF SUBJECT AND VERB

Review: Subject and verb agreement

DIRECTIONS: Underline the subject in each sentence and label it S (singular) or P (plural). Then write the correct verb in each blank.

1. The friction of the tires ____________________ noticeable. (is, are)

2. A fuel injection system __________________ fuel either directly in the cylinder, or in the intake manifold. (spray, sprays)

3. The other method ______________ the fuel on little spirts. (injects, inject)

4. Talent, as well as beauty, ________________ required for the title of "Miss America." (is, are)

5. ____________________ you going to repair the steel cylinder? (wasn't, weren't)

6. A pair of large scales ______________ used to weigh that freight on Marvin's truck. (was, were)

7. A pair of motors whirling within an enclosure ______________ air ___________ it around and out the opposite side. (seize, seizes) - (carry, carries)

8. The inner face of the piston ______________ against a rubber primary cup. (press, presses)

9. The air cooling of engines ________________ found a wide application in the field of small engines. (has, have)

USING CORRECT VERBS

An incorrect verb stands out in conversation and in writing. In conversation or in a speech to a group you can't take time to figure out whether every verb form is correct, but if you form good habits now, the right verb will come to you automatically.

Principal parts and tense

The present tense take, the past tense took, and the past participle taken are the three principal parts of the verb take. From these three chief parts all the tenses are formed.

Regular Verbs- Regular verbs form the past tense and the past participle by adding ed or d or by dropping an e and adding t to the present.

Present Tense	Past Tense	Past Participle
attack	attacked	attacked
escape	escaped	escaped
sleep	slept	slept

Irregular Verbs- Verbs that do not form the past tense and past participle by adding ed, d, or t are irregular. The dictionary gives the principal parts of irregular verbs.

Troublemakers

Study the principal parts of these twenty-two irregular verbs.

Present Tense	Past Tense	Past Participle
beat	beat	beaten
become	became	become
begin	began	begun
bring	brought	brought
burst	burst	burst
do	did	done
drink	drank	drunk, drunken
drive	drove	driven
fall	fell	fallen
freeze	froze	frozen
give	gave	given
go	went	gone
grow	grew	grown
know	knew	known
run	ran	run
see	saw	seen
shrink	shrank	shrunk
spring	sprang	sprung
steal	stole	stolen

Present Tense	Past Tense	Past Participle
take	took	taken
throw	threw	thrown
write	wrote	written

shrunk and sprung are permissible in the past tense but are seldom used.

Forming the Six Tenses- If you know the principal parts of a verb, you can readily form the six tenses.

	Present Tense	Past Tense	Past Participle
Principal parts of see	see	saw	seen

Active Voice (The verb has a direct object.)

Present tense = first principal part = I see, he sees
Past tense = second principal part = I saw, he saw
Future tense = shall or will + present tense = I shall see, he will see
Present perfect tense = has or have + past participle = I have seen, he has seen
Past perfect tense = had + past participle = I had seen, he had seen
Future perfect tense = shall have or will have + past participle = I shall have seen, he will have seen

Passive Voice (The subject is acted upon.)

Present tense = am, is or are + past participle = I am seen, he is seen
Past tense = was or were + past participle = I was seen, they were seen
Future tense = shall be or will be + past participle = I shall be seen, he will be seen
Present perfect tense = has been or have been + past participle = I have been seen, he has been seen
Past perfect tense = had been + past participle = I had been seen, he had been seen
Future perfect tense = shall have been or will have been + past participle = I shall have been seen, he will have been seen

Perfect Score 20 My Score__________

PRACTICE 1 Supplying Verb Forms

Fill each blank with the correct form of the verb in parentheses.

Doggone!

One night Mr. Titus looked at his cocker spaniel and said, "Sandy, you are certainly 1(grow-past participle)_____________up enough to be entrusted with some responsibility. It is time that you 2(begin-past tense)___________to run some errands."

Then Mr. Titus 3(give)_____________Sandy a dollar bill and told the dog to hurry down to the candy store and buy the evening paper. Excitedly Sandy 4(run)_________to the door, 5(spring)________at the catch to open it, and virtually 6(throw)_________himself down the stairs.

When half an hour had 7(gone)_________by, Mr. Titus 8(become)_________ worried and 9(begin)___________to picture his dog injured or dead. Perhaps Sandy had 10(freeze)__________to death, or maybe he had been 11(run)_______ over by a car. Good heavens, he might even have 12(fall)__________into Mr. Cassidy's fish pond and 13(drown)_____________! Mr. Titus 14(shrink) ____________from these terrible thoughts. On the other hand, perhaps someone has 15(steal)____________the money, and the poor dog was afraid to come home.

Mr. Titus 16(run)_______most of the way to the candy store, where he found Sandy had 17(take)_________a seat at a booth. Two empty glasses showed that he and his little companion had each 18(drink)______________ a double malted. "I'm surprised at you, Sandy," said Mr. Titus. "Why, you never 19(do)__________________anything like this before."

"Well," said Sandy, "you never 20(give)____________me a dollar before."

Perfect Score 15 Right____ _____Wrong__________My Score__________
(Right - Wrong Score)

PRACTICE 2 Supplying Verb Forms

Fill each blank with the correct form of the verb in parentheses.

Horseplay

A farmer had 1(grow)__________tired of being 2(beat)__________ in every horse trade he made. He almost 3(burst)_________out laughing when the young lawyer Abe Lincoln struck an unusual bargain with him. Abe had 4(write)__________up the following agreement. Neither party would see the other's house until both horses were 5(bring)__________to the hotel courtyard. If either party should object to the other's horse when he 6(see)________it, he would forfeit twenty-five dollars.

Almost everyone in town 7(know)_________about the trade. The farmer had 8(drive)___________to his brother's glue factory and had 9(take) ___________the most decrepit horse he could find. As he led the horse into the courtyard, everyone 10(begin)________to laugh. The walking bone yard 11(drag)___________his feet, giving the impression that each step would be his last.

When Lincoln strode upon the scene with a carpenter's sawhorse on his back, the laughter 12(become)_______uproarious. Lincoln was grinning broadly, but when he 13(see)__________the farmer's horse, he 14(know) __________he had no cause for celebration. "Well," he drawled, "this is the first time I've ever been 15(beat)_________in a horse trade!"

PRACTICE 3 Using Principal Parts of Verbs

In sentences of your own, use correctly each of the following verb forms. You may use two or more in one sentence.

became
began
brought
burst
did
drank
grew
knew
saw
sprang
threw
had burst
had fallen
had taken
has begun
has driven
has given
has gone
has grown
has run
has stolen
has written
was beaten
were frozen
were thrown

LIE, LAY; SIT, SET; RISE, RAISE

The principal parts of six troublesome verbs are:

PRESENT TENSE	PRESENT PARTICIPLE	PAST TENSE	PAST PARTICIPLE
lie (recline)	lying	lay	lain
lay (put down or place)	laying	laid	laid
sit (occupy a seat)	sitting	sat	sat
set (place)	setting	set	set
rise (get up)	rising	rose	risen
raise (elevate)	raising	raised	raised

LIE, SIT, RISE - Lie and rise never take objects. Sit does not take an object except in rare sentences like "I'll sit the baby in her high chair."

LAY, SET, RAISE - Lay and raise take objects. Set takes an object except in sentences like "The sun has set" and "The climbers set out for the summit."

To set usually means "to cause to sit or to place"; to lay usually means "to cause to lie"; to raise means "to cause to rise."

Ex: Alice laid the blanket on the sand and then lay down for a cat nap. (The arrow shows the direct object of laid. Lay has no object.

Mother set the basket of clothes on the kitchen table and then sat down to catch her breath. (The arrow shows the direct object of set. Sat has no object.)

Hepzibah raised her eyebrows as Phoebe rose and moved quickly toward the window.

Perfect Score 25 Right______Wrong______My Score________
(Right - Wrong Score)

PRACTICE 4 Using Lie, Lay, Sit, Set, Rise, and Raise

Cross out the wrong word of each pair. Prepare to explain each choice.

A. Anne glanced at the mail that 1(laid,lay) on the hall table. Then she sleepily stumbled to the couch and 2(laid, lay) down. When she had 3(laid, lain) there an hour, her mother came home. "Why Anne!" Mrs. Robinson exclaimed. "How can you 4(lay, lie) there so quietly? "The letter you've been waiting for is 5(laying, lying) unopened on the table."

B. Will you please 6(set, sit) the table for dinner? Betsy will 7(set, sit) at my right so that I can help her cut her meat. 8(Set, Sit) the chair in the hall at her place. She's so small that I think she'll be more comfortable 9(setting, sitting) in a higher chair.

C. The price of Andre's Tall-in-the-Saddle sundae has 10(raised, risen) since last year. This is not surprising, for the price of cream is 11(raising, rising).

D. Mrs. Johnson had 12(laid, lain) down in her room for a nap before dinner but couldn't sleep because of a rumpus in the living room. Going downstairs, she asked, "When are you children going to learn the art of 13(setting, sitting) quietly?"

E. Jerry 14(laid, lay) down on a blanket of soft moss beside a brook. He watched the bright shafts of sunlight as they 15(laid, lay) on the dazzling stream. He wondered whether there might be a deer 16(laying, lying) in the bushes nearby. A squirrel approached Jerry warily and 17(sat, set) down almost within reach. Jerry 18(laid, lay) very still to avoid breaking the spell of the woodland.

F. When the alarm rang, Ginny glared viciously at the clock and 19(laid, lay) back in bed. "If I 20(lay, lie) here long enough," she decided, "Katie will do something about that hideous bell." She was occupied with this reverie when she began to feel a weight on her feet. It was her sister 21(setting, sitting) calmly at the end of her bed.

"Do you plan to 22(lay, lie) there all morning?" Katie asked. "The alarm rang an hour ago."

G. Janie, will you bring me the book on the hall table? I 23(laid, lay) it down when I first came in, and it has 24(laid, lain) there ever since. Yes, I know I'm lazy, but I'm so comfortable 25(laying, lying) here that I hate to move.

USING THE RIGHT VERB FORM AND AUXILLARY

AIN'T- I am not = I'm not; is + not = isn't; are + not = aren't. Get into the habit of saying I'm not, it isn't, they aren't, I haven't, he isn't. "Ain't" is not good usage.

OF- May have seen, might have seen, must have seen, could have seen, and would have seen are correct verbs. Do not carelessly speak or write the auxiliary verb have as of. Of is a preposition and is never a part of a verb.

have
Teresa must ~~of~~ missed the last bus.

OUGHT- "I ought not to go" is correct. "Hadn't ought" is wrong. Had is never placed before ought.

WOULD- Note these correct forms:

had
If Vic would have made one more touchdown, the Packers would never have beaten us.

had
I wish I would have tried out for the basketball team.

Perfect Score 20 Right__________Wrong_______My Score____________
(Right - Wrong = Score)

PRACTICE 5 Using Correct Verb Forms

Write the correct word or words in each blank.

1. If Anne______________(had, would have) worked more and talked less, she wouldn't be in her present predicament.

2. "Good heavens!" exclaimed Aunt Tilda. "The junkman must have________ (taken, took) the wrong box."

3. Grandmother would____________(have, of) liked to have all nine grandchildren at her table for Christmas dinner.

4. Jim's plaid shirt_________(shrank, shrunk) to midget size.

5. Some of us fellows_________(had ought, ought) to help Kay and Genevieve with the dishes.

6. Mother has never__________(written, wrote) anything for publication.

7. I wish I__________(had, would have) joined the Camera Club.

8. If the fireman__________(had, would have) cut the rope, it would have knocked Jack down.

9. In the last game of the World Series, the tying run was_____________ (throwed, thrown) out at the plate.

10. If his brother had not applied artificial respiration, the boy would __________(have, of) died.

11. Ray had mischievously____________(burst, bursted) his sister's balloon with a thumbtack.

12. If Evelyn__________ (h[illegible], would have) taken the lead in the class play, she would have had [illegible] give up her job at Wallace's.

13. I wish I______________(had, would have) remembered to bring Carol's letter.

14. You_____________(hadn't ought, ought not) to use so much chocolate sauce on your ice cream.

15. Andy had________________(ran, run) well enough in the trial sprints to finish third.

16. If we________________(had, would have) known how slippery the road was, we would have put on the chains.

17. The girl's team has never____________(beat, beaten) West End High in Hockey.

18. Every boy and girl_____________(had ought, ought) to be able to give first aid.

19. The canary has_______________(drank, drunk) all the water in its cage.

20. If Alice Adams_______________(hadn't, wouldn't have) been so discontented, she would have saved herself a great deal of unhappiness.

USING THE RIGHT TENSE

Past Tense- Use the past tense for action completed in the past. When the past tense is used, frequently a word, a phrase, or a clause in the sentence or in a preceding sentence places the action at a definite time in the past: yesterday, last week, once.

Last week Alice saw a beautiful blue gown in Field's department store.

Present Perfect Tense- Use the present perfect tense to represent action completed at some indefinite past time or continuing in the present.

How do these sentences differ?

Pat wore her hair in braids for a whole year.
Pat has worn her hair in braids for a whole year.

In the first sentence wore, the past tense, describes an action completed in past time; Pat no longer wears her hair in braids. In the second sentence has worn, the present perfect tense, says that Pat still wears her hair in braids; it refers to action continuing in the present.

Marie has painted her fingernails bright red. (They are still red.)

My grandparents have gone to La Jolla for the winter. (Indefinite past time)

Past Perfect Tense- Use the past perfect tense to place one past action before another. The past perfect tense if the "before-past" tense.

The thieves returned the paintings they had stolen. (Both the theft and the return took place in the past, but the theft took place before the return. Therefore had stolen, the past perfect of steal, is used.)

When I had raked the leaves into a big pile for burning, the wind scattered them in all directions. (The raking preceded the past act of scattering. Therefore had raked is correct.)

The past tense may be used for "before-past" time if it is not important to show that one action preceded another.

When Dad saw the dented fender, he asked Bob for the full story.

When the Virginian recovered from his wound, he married Molly Wood.

Perfect Score 15 My Score__________

PRACTICE 6 Supplying the Correct Tense

Complete the following sentences by writing the correct tense of each verb in parentheses. Prepare to give a good reason for each tense you choose.

1. Mr. Dolan______________(be) a faithful employee for eight years, and the Bradford Supply Company does not wish to lose his services.

2. Jimmy hunted through the freezer for the snowballs he____________ (freeze) during the winter.

3. After I__________(pass) my Junior Red Cross Lifesaving Test, I applied for a job as waterfront counselor.

4. When I___________(save) five hundred pennies, I turned them in for a five-dollar bill.

5. Yesterday I_________(learn) that some viruses are resistant to cold.

6. When it was time to say good night, we all told Mr. and Mrs. Babcock how much we____________(enjoy) the cook-out.

7. After trying on ten pairs of shoes and finally finding a pair she liked, Babette discovered that she _____________(forgot) her wallet.

8. When Dad saw the broken window, he asked what_____________(happen).

9. The doctor told me I_______________(sprain) my ankle.

10. Marie_____________(enter) Edison High School three years ago.

11. When Barbara appeared at breakfast, she was in better spirits than she_______________(be) the night before.

12. Since the days of Queen Elizabeth I, the style in dress__________ (change).

13. When Lucy opened her jewelry case, she found that she_________(mislay) her grandmother's sapphire brooch.

14. Before I know what_______________(happen), I was sliding helplessly down the icy hill.

15. Last Saturday we___________(ship) the tulip bulbs you ordered.

Tense Shift- Do not carelessly shift from the past tense to the present or from the present tense to the past.

> rattled stepped
> Pete waved proudly as he ~~rattles~~ by in his jalopy. He ~~steps~~ on the gas
> chugged
> and ~~chugs~~ up the hill. Soon nothing was left but a cloud of dust and carbon monoxide.

Participle, Infinitive- Use the perfect participle or infinitive for an action preceding the time of the main verb; otherwise use the present tense.

The perfect participles of see are having seen and having been seen; the perfect infinitives are to have seen and to have been seen.

> I am sorry to have missed the fun. (The missing came before the being sorry; therefore the perfect infinitive is correct.)
>
> Having finished my homework, I tuned in my favorite television program. (The finishing precedes the tuning in; therefore the perfect participle is correct.)
>
> Columbus hoped to discover a short cut to the riches of the East. (The discovery does not precede the hoping; therefore the present infinitive is correct.)

MIGHT, COULD, WOULD, SHOULD- Might, could, would, and should, not may, can, will, and shall, are used after a past tense.

> might
> Marcia said that she ~~may~~ come.

Perfect Score 25 My Score____________

(Credit for a wrong sentence corrected and for a right sentence marked C)

PRACTICE 7 Using the Correct Tense

In the following sentences cross out every incorrect verb and write the correct verb above it. Write C before the numbers of the six correct sentences.

1. Mrs. Shane told Ralph that he may go to Camp Man with the other boy scouts.

2. How happy I was when I heard that you had won first prize in the essay contest!

3. There was a loud commotion and three guards run to the scene.

4. Mr. Morgan hopes to have given his adopted son everything that money can buy.

5. Sherlock Holmes then made a signal to Dr. Watson, who is waiting outside the window.

6. Everyone who passed laughs at me dressed up as a baby, and of course I felt foolish.

7. When we were in New York last week, Aunt Viola and I intended to visit the Botanical Gardens.

8. Gregory Peck has worked at a variety of summer jobs as a struggling young actor.

9. The Chattanooga train left at quarter past four ever since I can remember.

10. Alice had dried the supper dishes by the time the club members began to arrive.

11. Arrowsmith finally found his lifework in research but says he probably will fail.

12. Isaac told Front-de-Boeuf that he will pay the money.

13. While Hester Prynne was in jail, a man comes to visit her.

14. The Indians took Daniel Boone down to a stream and scrub him from head to foot.

15. The cheerful morning-glories were announcing that they had survived the early frost.

16. Dad told me he will teach me to drive when I am eighteen.

17. When Thorton was murdered, Buck goes back to the wilds and became the leader of a wolf pack.

18. When Hillary and Tenzing turned back from the summit of Everest, they found that the wind had obliterated most of the steps they had cut in the ice.

19. I hope you will be as good a customer of ours this year as you have been last year.

20. The girl who won the cup tonight roller skated ever since she was six years old.

21. Joan has entered Monroe High two years ago.

22. When I recommended Moby Dick to my brother, he told me he already read it.

23. Herman Melville has written some great short novels as well as his masterpiece, Moby Dick. (Herman Melville died in 1891.)

24. Having stubbed his toe on a loose board, Jerry began to hop around the room, howling tragically.

25. Hal said that he can name the capitals of the fifty states in less than two minutes.

Perfect Score 25 Right_____ Wrong____ My Score____

PRACTICE 8 Reviewing Verbs

Cross out the incorrect verb of each pair. Be ready to explain each choice.

1. Three years ago Toni came has come to the United States.

2. The comber rolled toward shore and sends sent clouds of spray skyward.

3. The stricken whale dived under the surface and disappeared disappears, leaving a cloud of bloody foam on the water.

4. I fully intended to have written write to you before the beginning of another school year.

5. When Mrs. Muir saw the circles under Gretchen's eyes, she suggested that her daughter lay lie down for an hour.

6. The cheerleaders barked their instructions, and the crowd in the bleachers explodes exploded in a roar.

7. It was ten degrees colder at the top of the chair lift, and I thought my toes froze had frozen in my boots.

8. If Polly had would have followed her mother's recipe, her lemon meringue pie wouldn't have been such a failure.

9. Just as Ellery was about to get off the bus, a stranger tapped taps him on the sholder.

10. So far I have read read every installment of the Saturday Evening Post's new mystery.

11. I have water skied water skied in Florida during my Christmas vacation.

12. Although the party had just began begun, Pat, Bill, and Claire were already thinking of leaving.

13. Bernie came to return the thermos jug which he borrowed had borrowed from Charles.

14. A young girl hadn't ought ought not to wear an excessive amount of make-up.

15. The tin soldier has laid lain in the dust for many years.

16. Janice expected to have seen see Maurice before he left for Chicago.

17. We should have of beaten Monroe High by at least six points.

18. The submarine raised rose to the surface to have its batteries recharged.

19. After the rain came had come down for an hour or more, we noticed a patch of blue sky.

20. No one has heard heard from the mysterious Mr. Thaxter since he went away.

21. Having risen Rising before dawn to go surf casting, Jeff was ready for a square meal by ten.

22. "I would have driven drove down to the station to meet you," exclaimed Dad as Aunt Lucy deposited her bags emphatically on the front porch steps.

23. After trudging aimlessly through the woods, the trapper sat set down on a log to get his bearings.

24. If I had remembered to bring the matches, we could have of had a very successful picnic.

25. Thoughtless picnickers have left empty soda bottles and half-eaten sandwiches laying lying on the beach.

VERB USAGE

DIRECTIONS: Cross out each incorrect verb form. When the choice is between standard and colloquial usage, choose the standard form.

1. I have (written, wrote) my thank-you note.
2. The parakeet (attackted, attacked) the little dog.
3. My sister has (wore, worn) my new dress.
4. The Cubs were beat, beaten) by a large score.
5. I had (woke, waked) in the night, just after the moon had (rose, risen).
6. At the annual election Jim (became, become) president of the class.
7. The stranger (threw, throwed) the drowning man a life preserver.
8. Shortly after we asleep, the baby (began, begun) to cry.
9. Everyone (thunk, thought) it was a wonderful idea.
10. The man who was (bit, bitten) by the dog disappeared in the crowd.
11. The book was rejected because a page had been (tore, torn) out.
12. Mr. Smith had (blew, blown, blowed) taps at the cermonies for many years.
13. My aunt has (teached, taught) for many years in the same school.
14. The valuable vase had not been (broke, broken) when it was packed.
15. The boys have (took, taken) great pride in building their exhibit.
16. Lou had (hid, hidden) the flowers that she (brang, brought) the teacher.
17. Alan (swum, swam) with the life preserver that he had (brought, boughten).
18. The baloon grew larger and larger and finally (burst, bursted).
19. The officers were (swore, sworn) in at the last meeting.
20. I (catched, caught) a cold at the picnic.
21. The policeman (striked, struck) the man who had (stolen, stoled) the car.
22. The red-haired bridesmaid should have (chose, chosen) another color.
23. The old faucet (sprung, sprang) a leak.
24. I should have (spoke, spoken) to you about the matter sooner.
25. We (digged, dug) a small ditch to drain the water.
26. Ted (come, came) in the front door and then (sneaked, snuck) out the back.
27. I feel that he (did, done) the job carelessly.
28. The ship (sank, sunk) rapidly after it was hit.
29. The puppy (drug, dragged) the toys under the bushes.
30. Ellen (sung, sang) in the glee club during her freshmen year.
31. The draperies had not been (drew, drawn).
32. Will this material have to be (shrank, shrunk)?
33. The children (drunk,drank) all the lemonade.
34. He had not (showed, shown) up for his appointment.
35. The man was (shook, shaken) by the impact.
36. The flood water (drowned, drownded) the young plants.

37. Have the girls (eaten, et, ate) their lunch?
38. The little boat (fought, fit) its way upstream.
39. The creek has not (overflowed, overflown) its banks for many years.
40. He (saw, seen) a cardinal (sitting, setting) on a limb.
41. I have (forgot, forgotten) my keys.
42. Flo had (ran,run) up the stairs but luckily had not (fell,fallen).
43. The flowers were (frozen, froze) by the early frost.
44. They have (got,gotten) a fair price for the land.
45. The bell (rung, rang) just as I (set, sat) down at my desk.
46. Irene has not (gave, give, given) me the money for the present.
47. Have you ever (ridden, rode) in or (drove, driven) a jeep?
48. The keys (lay, laid) where I had left them that morning.
49. If she had (knew, knowed, known) we were going, she would
have (went, gone).
50. He must have (grown, grew) two inches this year.

ADJECTIVES AND ADVERBS IN COMPARISONS

There are three degrees of adjectives and adverbs. They are as follows:

1. The positive degree merely states the quality--clear, dark, fast.
2. The comparative degree shows that one thing has more of this quality than another thing--clearer, darker, faster.
3. The superlative degree shows that one thing has the most of this quality than another thing--clearest, darkest, fastest.

In general, form the comparative degree of short words by adding--er; form the superlative degree by adding--est.

POSITIVE	COMPARATIVE	SUPERLATIVE
dark	darker	the darkest
slow	slower	the slowest

Form the comparative degree of longer words by using the adverb more; form the superlative degree by using the adverb most.

POSITIVE	COMPARATIVE	SUPERLATIVE
efficient	more efficient	the most efficient
beautiful	more beautiful	the most beautiful

Do not form a double comparative by using more with the comparative (-er) form of a word. Follow this same rule with the superlative degree.

WRONG - Your recipe is more easier. (double comparison)

RIGHT - Your recipe is easier.

WRONG - This lawn mower is the most fastest. (double comparison)

RIGHT - This lawn mower is the fastest.

Directions: If the comparison is right, circle the R; if it is wrong, circle the W and correct the error.

R W 1. It was the most neatest car I have ever seen.

R W 2. To me, nothing is more pleasant than sailing.

R W 3. That fuel pump's presser is greater than the other one.

R W 4. There are three types of separate frames; the green frame is the most steadiest.

R W 5. The propeller shaft is generally hollow to promote light weight of a diameter sufficient to impart greatest strength.

R W 6. Our new coach maintains much stricter discipline.

R W 7. Herb's talk was more original than the other.

R W 8. Those are the most comfortable shoes I've ever worn.

R W 9. The Taj Mahal is one of the beautifullest buildings in existence.

PUNCTUATION OF COMMAS

Directions: By each number, write the letter of the sentence that is correct.

______1. A. I don't believe John, that this is the gas turbine engine you want.
B. I don't believe, John that this is the gas turbine engine you want.
C. I don't believe, John, that this is the gas turbine engine you want.

______2. A. October 5, 1959 was the date of the lift off.
B. October 5, 1959 was the date, of the lift off.
C. October 5, 1959, was the date of the lift off.

______3. A. Scrooge was a mean, stingy, self-centered, man.
B. Scrooge was a mean, stingy, self-centered man.
C. Scrooge was, a mean, stingy, self-centered man.

______4. A. He is, I think the meanest man, in town.
B. He is I think, the meanest man in town.
C. He is, I think, the meanest man in town.

______5. A. Mark Twain, the author of Tom Sawyer was born in Missouri.
B. Mark Twain, the author of Tom Sawyer, was born, in Missouri.
C. Mark Twain the author of Tom Sawyer, was born in Missouri.

______6. A. Miss Betty Jones, is visiting her relatives.
B. Miss Betty Jones is visiting her relatives.
C. Miss Betty Jones, is visiting, her relatives.

______7. A. He was arrayed in his Sunday suit, his leather shoes shone from polish.
B. He was arrayed, in his Sunday suit, his leather shoes shone from polish.
C. He was arrayed in his Sunday suit; his leather shoes shone from polish.

______8. A. My offer was not accepted but it made us fast friends.
B. My offer was not accepted, but it made us fast friends.
C. My offer was not accepted but, it made us fast friends.

______9. A. As I was snapping the picture, he moved.
B. As I was snapping the picture he moved.
C. As, I was snapping the picture, he moved.

______10. A. The room contained, a bureau, a cot, a lamp, and a old leather chair.
B. The room contained a bureau, a cot, a lamp and, an old leather chair.
C. The room contained a bureau, a cot, a lamp, and an old leather chair.

_____11. A. Arriving, in the height, of the hot season I soon shed my blue-serge suit.

B. Arriving in the height of the hot season, I soon shed my blue-serge suit.

C. Arriving, in the height of the hot season, I soon [illegible] blue-serge suit.

_____12. A. Your grammar textbook, not your auto mechanics [illegible] the one you need.

B. Your grammar textbook, not your auto mechanics book is the one you need.

C. Your grammar textbook, not your, auto mechanics book, is the one, you need.

PUNCTUATION OF QUOTATIONS

Directions: By each number, write the letter of the sentence that is correct.

________1. A. "Who called you yellow, She asked?"
B. "Who called you yellow," She asked?
C. "Who called you yellow?" she asked.

________2. A. "He wanted to be halfback," She answered, "John beat him to it."
B. "He wanted to be halfback," she answered. "John beat him to it."
C. "He wanted to be halfback" she answered, "John beat him to it."

________3. A. "Please, David, answer the question," she begged.
B. "Please, David answer the question." She begged.
C. "Please, "David" answer the question," she begged.

________4. A. "Hartly," he said, "Don't you understand?"
B. Hartly, "he said," don't you understand.?
C. "Hartly," he said, "don't you understand?"

________5. A. "Spears caught the ball, she explained!"
B. "Spears caught the ball"! she explained.
C. "Spears caught the ball!" she explained.

________6. A. He answered, "No I do not wish to go.
B. He answered, "No I do not wish to go".
C. He answered, "No, I do not wish to go."

________7. A. "I'm disappointed in you," he said. "You did a poor job."
B. "I'm disappointed in you," He said, "You did a poor job."
C. "I'm disappointed in you," he said, "you did a poor job!

________8. A. She said that, "She believed that was correct."
B. She said, "that she velieved that was correct."
C. She said that she believed that was correct.

________9. A. "Well, that's fine!" she exclaimed.
B. "Well that's fine"! she exclaimed.
C. "Well, that's fine," she exclaimed!

________10. A. "Hurry up!" she called, "we're late."
B. "Hurry up!" she called. "We're late."
C. "Hurry up!" she called. "We're late!"

________11. A. Jean inquired, "Why did you leave"?
B. Jean inquired, "Why did you leave?"
C. Jean inquired? "Why did you leave."

_______12. A. "I am sure, she answered, "That that is right."
B. "I am sure," she answered, "that that is right."
C. "I am sure' she answered, "That that is right?.

_______13. A. "Do you mean?" she said, that "That you are not going to the game?"
B. "Do you mean," she said, "that you are not going to the game?"
C. "Do you mean," she said, "that you are not going to the game!"

UOTATIONS

We do not always put he said (or) a similar expression at the beginning or the end of a direct quote. To avoid monotony, it is sometimes wise to split a quotation in two parts.

Example: "The 747," said Willie, "is the largest jet made."

Note:

1. When you split a quoted sentence, enclose each part in quotation marks in order to exclude the he said from the quotation.
2. Set off the he said expression by commas because it interrupts the quoted sentence.
3. Continue the second part of the quotation with a small letter if it is a continuation of the same sentence.

Another way to get variety is to place the he said expression (or whatever is used) between two separate sentences.

Example: "This diesel engine is somewhat different than the gasoline two-stroke cycle," stated Mark. "Can you see that it is?"

1. When you put the he said expression between two separate sentences, attach it to the first sentence and put a period after it.
2. Begin the second sentence with a capital letter to show that it is a new sentence.

Compare the following quotations:

Split sentence: "Speak louder," he said, "so that we can hear you."

Two sentences: "Speak louder," he said. "We want to hear you."

Review notes; do the following exercise.

QUOTATIONS

Supply all the necessary capitals and punctuation marks--commas, quotation marks, periods, question marks, and exclamation points. Remember to put commas and periods before, not after, quotation marks (," and .").

To hear only one end of a telephone conversation can be a very tantalizin experience. When my mother answered the telephone one morning this is what my sister and I heard:

Oh, it's you said Mother I didn't think you'd phone today

Who is it my sister and I interrupted rudely

When you girls talk said Mother I can't hear a word

Fell! grasped Mother How awful

Mother we cried excitedly who fell was it Aunt Emma

Was it badly burned Mom asked anxiously what made you so careless

Aunt Emma's house burned down I said to my sister and she must have jumped out of the window

Please be quiet Mom said crossly while I'm phoning girls She was apparently listening to a detailed account of the disaster.

Has the ambulance gone yet inquired Mother The effect of this question on us girls was electric.

Now don't you worry a bit she said have you any powdered sugar in the house? I'll be right over to help you out

My sister and I were now more in the dark than ever. The powdered sugar just didn't fit into our picture of a fire a jump and an ambul

When the mysterious conversation ended Mom turned to us.

It's nothing at all she said Aunt Emma's cake fell. She's entertaining her bridge club this afternoon. The little girl next door she added had an attack of appendicitis and was taken to the hospital. When the ambulance came for her Aunt Emma forgot all about a cake she had in the oven. I'm running over to stir up another cake for her. My angel foods you know are always a success!

SEEK & FIND
POETIC TERMS

D	S	T	A	N	Z	T	G	E	R	Y	W	A	L	L	Y	I	T	A
M	Y	A	E	A	G	F	D	P	I	R	M	R	Y	Z	M	R	B	L
R	G	L	G	L	Z	L	R	O	C	N	N	I	R	A	N	A	R	L
D	A	L	L	A	P	P	U	E	E	G	A	M	I	I	L	A	I	S
F	R	I	C	Z	Y	U	C	T	E	R	M	S	C	L	S	M	T	F
R	E	T	A	R	B	D	O	I	N	V	A	M	I	T	E	A	R	S
Y	R	E	G	A	M	I	B	C	M	G	E	T	P	R	E	A	C	H
L	G	E	L	S	Z	A	O	F	Y	D	E	R	E	F	T	I	I	T
L	B	L	B	Y	R	N	I	B	O	R	R	N	S	N	A	M	R	Y
A	A	N	Y	T	P	E	A	S	A	O	V	E	O	E	N	A	F	M
D	L	Z	F	R	E	L	V	T	T	Y	E	T	M	E	D	O	T	I
A	P	A	P	U	L	N	I	P	S	Z	E	I	E	N	O	N	S	R
T	U	U	R	O	N	O	S	T	R	A	R	L	N	T	E	N	O	S
S	O	Y	D	C	N	Y	E	O	F	E	F	L	B	Z	N	A	T	S
C	C	L	R	Y	L	B	L	C	T	E	L	A	B	M	I	A	G	Y

INSTRUCTIONS: The hidden names listed below appear forward, backward, up, down, or diagonally in the puzzle. Find each hidden name and box it in as shown:

ALLITERATION
BALLAD
COUPLET
EPIC
FOOT
FREE VERSE
IMAGERY
LYRIC
ODE
RIME
SONNET
STANZA

FRUIT AND VEGETABLE SCRAMBLE

A	M	I	L	T	N	I	S	I	A	R
S	Q	B	R	O	C	C	O	L	I	E
P	R	T	I	C	P	E	A	C	H	P
A	B	N	N	I	C	W	X	C	Z	P
R	O	C	A	R	J	K	A	O	M	E
A	R	A	E	P	V	N	M	R	C	P
G	A	P	G	A	I	C	S	N	J	L
U	N	L	U	P	I	N	R	U	T	B
S	G	U	S	P	B	O	N	C	K	O
T	E	M	I	L	C	A	R	R	O	T
A	K	A	L	E	E	T	A	D	S	A
Y	R	R	E	B	A	N	A	N	A	T
N	J	F	L	E	T	O	M	A	T	O
P	P	Q	J	E	N	U	R	P	K	P
E	C	U	T	T	E	L	K	R	E	R
M	E	L	O	N	N	P	A	A	S	E

DIRECTIONS: The names of 30 fruits and vegetables are hidden in these scrambled letters. Circle the names. They appear in horizontal, vertical and diagonal straight lines. Some of the words can be read forward and some backward. Letters in the scramble may be used more than once (often overlapping), but you will not use every letter given.

ANSWERS: Horizontal (forward in order) - broccoli, peach, carrot, kale, banana, tomato, melon
Horizontal (backward in order) - lima, raisin, pear, turnip, lime, date, berry, prune, lettuce
Vertical (forward in order) - asparagus, corn, orange, plum, apple, beet
Vertical (backward in order) - pepper, apricot, potato
Diagonal (forward in order) - onion, spinach, bean
Diagonal (backward in order) - okra, pea

BIBLIOGRAPHY

BOOKS

Colton, Robert G. and others. *Living Your English.* Boston: D.C. Heath and Company, 1964.

Corbin, Richard K. and others. *Guide to Modern English (10)* Glenview, Illinois: Scott, Foresman and Company, 1960.

Himstreet, William C. and Wayne Murlin Baty. *Business Communication.* Belmont, California: Wadsworth Publishing Company, Inc., 1969.

John, Mellie and others. *Building Better English* (*11*). New York: Row, Peterson and Company, 1952.

John, Mellie and others. *Building Better English*(*10*). New York: Row, Peterson and Company, 1962.

Lee, Miriam. *Jobs in Your Future* (Job Skills 1). New York: Scholastic Book Services, 1971.

Lipton, Tressler. *Business English in Action*. Boston: D.C. Heath Company, 1957.

Stewart, Marie and others. *Business English and Communication*. Dallas: McGraw Hill Book Company, 1967.

PAMPHLET

Mac Donald, Carol. *A Guide for Teaching Business Letter Writing*, "Look Your Best When You Go Visiting by Mail," Jacksboro High School, Jacksboro, Texas.